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BSTRACT

Three separate sessions were held in different eographic locations in October and November, 1977 as parts of the ational Symposia for Professionals in Evaluation and Research NSPER). The sessions focused on designing an introductory evaluation ourse for students and educators who are involved in assessment ctivities. Each session's workshops covered five areas of concern: ourse goals: course content: instructional materials: instructional rocedures: and evaluation strategies. (Appendices, comprising over ne-half of this document, include course outlines, reading lists nd/or references, course objectives, and homework assignments: these aterials were contributed by Egon G. Guba, Thomas Hastings, Ernest ouse, W. James Popham, James R. Sanders, Robert Stake, and Daniel L. tufflebeam). (MH)

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The Introductory Evaluation Course

William J. Gephart
and
Robert B. Ingle
Editors

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NSPER: 77

THE INTRODUCTORY EVALUATION COURSE

NSPER: 77

William J. Gephart
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PREFACE

The main goal of NSPER: 77 was to design a first course in evaluation, a task that was envisioned by the directors as directly analogous to designing a first course in research, the goal of NSPER: 70. The directors were rapidly disabused of their simplistic notions that activities would flow smoothly and a prototype course outline would emerge.

Aside from the general cantankerousness of those involved in the various sessions (a subjective judgement) two major problems rapidly surfaced: 1.) What is evaluation? and 2.) For whom is the course intended?

It had been the intent of the directors to focus efforts on program evaluation. Some of the participants, particularly at the Boston session, successfully resisted those efforts and focused, at least to some extent, on student evaluations i.e., measurement. This change of focus was much less evident in subsequent sessions.

By far a more important problem was determining the audience for whom the course was intended. In all three sessions there was a division among the participants as to whether the course should be for individuals whose avowed intention was to be evaluators or whether the course should be for a broad spectrum of individuals who did not necessarily intend to become evaluators but certainly might well be caught up in the evaluation process. As would be expected, quite different prerequisites and contents were suggested, depending upon which view was held.

This controversy came to a head in New Orleans. The group there finally agreed that the introductory course should be for as broad a spectrum of individuals as possible. Individuals who intended to become evaluators would take the course, but would then go on to more advanced work. The outline contained in Section II reflects this view.

It is important that individuals reading this report keep in mind the controversies previously mentioned. It will explain the differences expressed by both speakers and participants.

It is clear that the study of the evaluation process is not nearly as well delineated nor as well agreed upon as the study of the research process. It is hoped that the materials contained in this

report will be of value to individuals planning procedures for studying the evaluation process. We would welcome hearing from anyone who implements the outline or develops one of their own using suggestions from this report.

William J. Gephart
Robert B. Ingle

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I. OVERVIEW OF THE NSPER: 77 SESSIONS

The following announcement for NSPER: 77 set the structure for the three sessions as follows:

Announcing NSPER: 77
The Introductory Evaluation Course

Given the demand for evaluation of educational programs, products, and personnel, all educators need a basic understanding of the evaluation process and evaluative techniques. In response to that need many universities and colleges are creating a course on evaluation. At the same time there is: (1) much debate about the nature of the evaluation process; (2) a scarcity of proven instructional materials; and (3) great diversity about instructional procedures to be used. These confusions complicate the task of designing an *Introductory Evaluation Course*.

NSPER: 77 focuses on the *Introductory Evaluation Course* in five ways: (1) the goals of the course; (2) the content to be presented/covered; (3) the materials available for intructional task; (4) procedures to be followed; and (5) evaluation strategies. Each of the NSPER sessions will start with a panel of evaluators who will discuss the topic, "What every educator should know about evaluation!" Presentations by individuals recognized as leaders in the preparation of evaluators and discussions and critiques by the NSPER participants will detail the course objectives, content, materials, procedures, and evaluation. Specifically, the OBJECTIVES FOR NSPER: 77 are:

1. Participants will be exposed to, discuss, and critique presentations which delineate:
   a. What practicing evaluators believe all educators should know about evaluation.
   b. The goals, content, materials, methods, and evaluation for an *Introductory Evaluation Course*.
2. Participants will use each other as resources through the exchange of information on problems associated with the development and conduct of an *Introductory Evaluation Course*.

3. NSPER: 77 staff will assemble a comprehensive course outline based on the proceedings in the three NSPER: 77 sessions.

Hopefully, some of the participants will conduct systematic evaluations of the course presented in the comprehensive course outline. Results of such evaluations, if carried out, will be shared with the NSPER: 77 participants.

NSPER: 77 is designed to serve people who are teaching about evaluation, creating courses on, or conducting evaluations. Public school and state department personnel with responsibilities for evaluation are especially welcome to assure the greatest practical focus in the course outline.

NSPER: 77 consists of three geographically dispersed sessions, each having the same structure and essentially the same content. The speakers on the *Introductory Evaluation Course* will be different in each of the sessions. Participants will receive a report summarizing the three sessions.

Where	When	Major Speakers
Boston, Massachusetts	October 10-12, 1977	Dr. Daniel L. Stufflebeam Western Michigan University
Salt Lake City, Utah	October 31-November 2, 1977	Dr. Lorrie Shepard University of Colorado
New Orleans, Louisiana	November 14-16, 1977	Dr. J. Stanley Ahmann Iowa State University

Program Format

Each of the three NSPER: 77 sessions will follow the schedule shown below.

Sunday Evening	7:00 – 9:00	Registration
Monday	8:30 – 9:00	Registration
	9:00 – 9:15	Welcome and Orientation
	9:15 – 10:15	"What every educator should know about evaluation!" Presentation by a Panel of Practicing Evaluators
	10:15 – 10:45	General Discussion and Questions

Monday (cont'd.)	10:45 – 11:00	Break
	11:00 – 12:00	Small Group Discussion – The Objectives of an *Introductory Evaluation Course*
	12:00 – 1:30	Lunch (on your own)
	1:30 – 2:15	Speaker – Objectives
	2:15 – 3:15	Small Group Discussion of Goal Priorities
	3:15 – 3:30	Break
	3:30 – 5:00	Group Prioritizing of Course Goals
	5:00	Recess
Tuesday	8:30 – 9:30	Speaker – Content for an *Introductory Evaluation Course*
	9:30 – 10:00	Questions and Discussion
	10:00 – 10:15	Break
	10:15 – 12:00	Small Group Discussion – Course Content
	12:00 – 1:30	Lunch (on your own)
	1:30 – 2:30	Speaker – Procedures and Materials for the Course
	2:30 – 3:00	Questions and Discussion
	3:00 – 3:15	Break
	3:15 – 5:00	Small Group Discussion – Procedures and Materials
	5:00	Recess
Wednesday	9:00 – 10:30	Small Group Reports, Questions, and Discussion
	10:30 – 10:45	Break
	10:45 – 11:00	Conference Wrap-up – (NSPER Co-Directors)
	11:00	Adjourn

The discussion which follows covers the deliberations at the three sites by topics.

Session I – What Every Educator Should Know About Evaluation!

Three panels of four persons were assembled in each of the NSPER: 77 sites. It was hoped by the co-directors that these panels would help the NSPER participants start thinking about the goals of an introductory course. The panel members were not asked to speak directly to this topic. Rather, they were asked to discuss what educators should know about evaluation.

In Boston the panel consisted of two public school administrators (a superintendent and a director of research and evaluation), a state department employee responsible for evaluation, and a university faculty member involved in the preparation of evaluators. Their presentations focused on the kinds of skills and knowledge evaluators should have; and, the types of problems on which evaluators ought to focus at the state and local level.

The knowledge and skills seen as desireable include:

1. Interpersonal skills – ability to talk and work with educators in ways that reduce the threat inherant in evaluation.

2. Technical assistance skills – ability to identify and explicate evaluation problems, to design and carry out data generation efforts, and to report results of those efforts.

3. Broad experience, background and knowledge in education – ability to knowledgeably relate and communicate with educators.

Among their comments were:

> The trained evaluator should have: 1) Common sense – that will serve he/she in finding answers to questions; 2) Ability to talk with program personnel; 3) Background in educational psychology, measurement, adolescent psychology, early childhood education, special education; 4) Understanding of statewide assessment, implementation and monitoring of teacher evaluation, technical and legal aspects of education; 5) Mastery of evaluation techniques; etc.

Besides the evaluation of federal projects the panel suggested that evaluators should be focusing on problems such as: statewide student assessment, mandated teacher evaluation, declining enrollments, accountability, minimal competency, concerns for minority groups, litigation, collective bargaining, etc.

The panel in Salt Lake City included three public school administrators (two superintendents and an assistant superintendent) and a state department elementary education coordinator. That group's discussion went in two general directions. Part of the time they focused on what educators should know about research and evaluation. The rest of the discussion focused on what evaluators do or should do. Their discussion included the following points: Educators should know that research and

evaluation has practical value for the teacher and/or administrator; practictioneers should be actively involved in planning of projects researchers and evaluators undertake; all educators should know the research process in its broadest sense and concurrently be leery about its results; educators need to know that observations can be made from many perspectives each of which establishes the validity of the observation; and, educators should know the strengths and weaknesses of measuring instruments. Members of the panel indicated that researchers and evaluators should coordinate their efforts so that the imposition on operating schools is minimized and that they should concentrate on problems of practical use to the schools.

In New Orleans the panel included three public school directors of evaluation and testing and a director of a regional technical assistance center. This group indicated that all educators should know: that evaluation is disciplined inquiry that takes time; when and how to use evaluation and what to expect from it; how to read and understand an evaluation report and that they must be read to be of use; about measurement – what tests will and will not do for you. The discussion also indicated that educators need help in handling anxiety and threat associated with evaluation and that evaluators need skills in working with people in ways that reduce that threat.

The common areas from these panel presentations seem to be three in number: what educators ought to know about evaluation; what evaluators ought to know about the process and about working with people in schools; and, the kinds of problems evaluators ought to focus their attention on.

The discussion of the first of these was general and quite abstract. There seemed to be general agreement that all educators ought to have an understanding of the evaluation process and what it can do for them. Evaluators, in the minds of these panelists, should have the technical skills and knowledge necessary to design, conduct, and report evaluations. They should also master interpersonal skills for three reasons: to help reduce the threat and anxiety inherant in evaluation; to help educators value evaluative work more positively; and, to successfully involve people in the evaluation process. These panelists would have evaluators turn away from their preoccupation on federally funded projects or projects considered as pet interests of

researchers and evaluators. In their place the panelists suggest concentration on practical concerns, on problems in the daily operation of schools.

Session II – The Objectives of An Introductory Evaluation Course

In each of the three locations a specialist in evaluation and the training of evaluators was asked to speak to the question of the goals toward which an evaluation course ought to focus. After that presentation and discussion of questions raised by the participants, small groups reassembled to finish the identification of goals which had been started in the morning and to put these goals in a priority order. That priority order was to be used later in the afternoon to establish a group priority order.

All three specialists raised two caveats. First, the delineation of goals for an introductory course on program evaluation should not be done in a vacuum. Rather, it should be considered in a context of a number of courses for the preparation of evaluators. Second, the development of a set of goals should not be a definitive effort for all time. Each of the specialists recognized that their current introductory course is quite different from the one they offered in the recent past. And, that as our knowledge about the evaluation process continues to expand, our course offerings will be modified.

BOSTON

The specialist in Boston was Daniel L. Stufflebeam of Western Michigan University. Stufflebeam's presentation had three components: reactions to the panel presentation, a description of several ways of focusing on goals for the introductory course and a set of general objectives from a current course prospectus.

His reaction to the panel presentation in the morning session included the following points:

1. Evaluation is a team activity.
2. The introductory course ought to be targeted for a diverse audience.
3. In terms of the persons to be recruited into evaluation roles, Stufflebeam agreed that they should be imbued with

common sense, was not sure that a broad educational background is always necessary, agreed with the emphasis on interpersonal skills, recognized the importance of technical skills for an evaluator but would not require them as prerequisites for an introductory program evaluation course, and, agreed that sensitivity to political, social, and economic characteristics of the real world are important for evaluators, but again, not prerequisites for an introductory course.

In introducing his comments on sources to be mined in the search for goals, Stufflebeam referred to experiences in the Model Training Program grant he administered while at Ohio State University. The federal government in awarding the grant pressed very hard to get him to develop a statement of objectives. He fought it valantly but gave in.

Stufflebeam spent the majority of his presentation time discussing four approaches he finds useful in thinking about goals: 1) roles involved in improving evaluation, 2) problems and issues in evaluation, 3) the objectives an evaluation study program must accomplish, and 4) the functions of evaluation. In the first of these he listed eleven roles including the administrator who uses evaluation, the evaluator, the professor and/or researcher of evaluation, the evaluation course curriculum materials developer, etc. Through the consideration of that list of roles Stufflebeam and Bunda generated a list of 234 skills and knowledges necessary for various evaluation roles.

Under the problems and issues focus Stufflebeam listed conceptual problems, social/political problems, technical problems (i.e., measurement, statistics, design), administrative problems (contracting, policy questions, activity management), and moral and ethical dilemmas. Each of these areas can be used to delineate an abundance of goals for an evaluation program and/or introductory course.

His third approach to identification of goals came from asking, "What objectives must an evaluation study program accomplish?" Here he talked about accuracy of information, utility of information, propriety in the functioning of an evaluator, and the feasibility, the cost effectiveness of evaluations. The "functions of evaluation" approach to goal identification included the primary evaluation function (the direct service of decision making), secondary functions of evaluation (program auditing,

meta-evaluation), technical support functions, and administrative functions.

Near the close of his presentation Stufflebeam referred to a general set of objectives contained in a prospectus for a course he teaches at Western Michigan University entitled "Theory of Evaluation." Some of these objectives focused on knowledge, i.e., basic concepts, terms, and historical developments of evaluation; evaluation models; and evaluation techniques. Others focused on skills; i.e., the ability to design an evaluation and to write a meta-evaluation report.

The participants were asked to spend a period of time following Stufflebeam's presentation in small groups doing two things: delineating a set of objectives acceptable to the small group and determining the priority order they would list those objectives in. At the end of the afternoon the participants used a procedure for generating group consensus. The process calls for the creation of a common list consisting of the high priority items from each of the six groups. Through rounds of discussion and balloting the most highly valued items were selected. The listing below presents, in brief, shorthanded phrases, the essence of the goals on the common list. The first eight are in the order shown in the group consensus.

1. Student demonstration of the ability to work through the processes of evaluation.
2. Overview of various theories and models of evaluation.
3. Knowledge of the purposes of evaluation.
4. Skills as communicators and communicatees of evaluation.
5. Ability to identify appropriate policy relevant variables.
6. Understanding the interface between education's content areas and evaluation.
7. Ability to critique completed evaluation studies.
8. Ability to select appropriate techniques for measurement, analysis and design.
9. Ability to create and/or write objectives.
10. Ability to define the substantive construct of evaluation.
11. Knowledge of how to identify sources of data and how to interpret data.

SALT LAKE CITY

In Salt Lake City the specialist was Lorrie Shepard from the University of Colorado. In her prefatory remarks Shepard stated that her concerns for an introductory course differ depending upon whether the course is oriented toward a doer or consumer of evaluation. Shepard used these two extremes on a continuum as the basis for structuring her presentations.

Introductory Course – for Users of Evaluations

To identify the kinds of decisions that can be enhanced by evaluation information.

To acquire a vocabulary of evaluation terms; especially to learn essential distinctions between research and evaluation and evaluation and assessment.

To become familiar with various theoretical evaluation models; especially to learn the view of education which underlies each model and the differences in questions addressed by each approach.

To learn the characteristics of a good evaluation design, not only the features that insure valid information, but also those which insure that the information is useful and the design feasible.

To consider ethical issues in the conduct of evaluations and the use of information.

To become expert in recognizing evaluation expertise and in contracting for evaluation services.

To become adept at using evaluation results and evaluation data fully without making common mistakes of misinterpretation.

Introductory Course – for Doers of Evaluations

(Prior course work in the following areas is assumed: Measurement, Statistics, and Research Design.)

To develop the skill of focusing an evaluation study to address key issues and decisions.

To learn classical and innovative models of evaluation design.

To study exemplary or prototypical evaluation projects.

To practice designing evaluations, developing instruments and observational techniques, analyzing quantitative and qualitative data, and reporting.

To learn the standards of good evaluation which insure that it is accurate, useful and feasible.

To consider ethical issues in the conduct of evaluations and the use of information.

To examine the role of evaluation in its social and political context.

As in Boston the participants were again divided into small groups to delineate a set of goals acceptable to the small group and to prepare a priority listing of them. The last hour of the day was to be devoted to determining a group consensus. Again, a common list was created containing the following items (order of presentation *does not* indicate priority):

1. Delineate kinds of decisions enhanced by evaluation and state relevant questions.
2. Develop positive attitude and awareness towards purpose of evaluation and values of evaluation.
3. Understand purpose, rationale, and philosophy of evaluation.
4. Understanding appropriate and inappropriate uses of evaluation.
5. Inferring and/or negotiating behavioral objectives in the concept by the evaluation setting.

6. Develop knowledge of the various evaluation strategies, the appropriate use of each, and generalizability of each.

7. Develop familiarity with components of evaluation plan.

8. Use or be able to interpret and use evaluation data and results.

9. To define and distinquish between evaluation, research, assessment and measurement.

The first round of balloting led to extensive discussion of several of these goals and the difficulty (inability) of a sizeable number of participants to distinquish their relative importance. The points made in the discussion seemed to help the participants to an expanded understanding of the goals. This discussion also led to the conclusion that the set of goals stated above are multidimensional and the process being used assumes the existence of a single dimension on which to do the ranking. With that insight the effort to create a priority listing was abandoned.

NEW ORLEANS

The specialist in New Orleans was J. Stanley Ahmann of Iowa State University. In his opening remarks Ahmann traced some of the history of the use of empirical studies. That led him to the debate as to whether research and evaluation are the same or different. In his perception they are different in that researchers work toward conclusions while evaluators work toward decisions; researchers work for generalization, evaluators for specific actions; and, researchers seek truth while evaluators seek values.

With that background Ahmann proposed and described seven categories of tasks encountered by researchers and evaluators. He acknowledged that his basic source was Worthen's 1975 *Educational Researcher* article. Those seven task categories are:

I. Setting the stage:

1. Obtaining information about an area to be researched or a phenomenon to be evaluated.

2. Drawing implications from results of prior research and practice.

3. Conceptualizing the research problem or defining the object of the evaluation.

II. Designing the inquiry:

4. Selecting an appropriate inquiry strategy for addressing the research or evaluation problem.

5. Formulating hypotheses or questions to be answered by the study.

6. Specifying data or evidence necessary for testing the hypothesis or answering the research or evaluation question.

7. Selecting appropriate designs to collect data to test the hypothesis or answer the question.

8. Identifying the population to which results should be generalized, and selecting a sample of the population.

III. Implementing plans: general:

9. Applying the research or evaluation design and recognizing or controlling threats to validity.

10. Identifying at appropriate levels of generality the goals of the program to be evaluated.

11. Assessing the value and feasibility of program goals.

12. Identifying standards or norms for judging worth of the phenomenon to be evaluated.

13. Translating broad objectives into specific (measureable) objectives.

IV. Implementing plans: measurement activities:

14. Identifying classes of variables for measurement.

15. Selecting or developing techniques of measurement.

16. Assessing the validity of measurement techniques.

17. Using appropriate methods to collect data (tests, interviews, unobtrusive measures, etc.).

V. Implementing plans: data gathering and analysis:

18. Monitoring the program to detect deviations from design or specified procedures.

19. Choosing and employing appropriate techniques of statistical analysis.

20. Using electronic computers and computer-related equipment.

21. Interpreting and drawing appropriate conclusions from data analysis.

VI. Reporting:

22. Reporting research and evaluation findings and implications.

23. Making recommendations as a result of the evaluation.

24. Providing immediate feedback on program performance for use in decisions about program modification.

VII. Management activities:

25. Obtaining and managing resources (material and human) necessary to conduct the research or evaluation study.

In discussing these tasks Ahmann agrees with Worthen that: 1) there is a heavy overlap between research and evaluation; 2) the competency in each task area has different weighting for evaluation and research; 3) some tasks relate more to research than evaluation; and 4) everyone does not need to be equally proficient in all areas.

In developing goals for an introductory class Ahmann indicated that three roles need to be considered: the producers of evaluations; the cooperator-facilitator role, the team member in evaluation; and, the observer or user of evaluation reports. He stated that it is difficult for one course to do the job for all three. In setting the goals for his own course he concentrates on the first group, the producers of evaluations.

The goals he sets are:

1. Appreciation of the usefulness of program evaluation to improve education.
2. Knowledge of all major aspects of program evaluation.
3. Ability to serve as an evaluator of educational programs.
4. Ability to select or construct data-gathering instruments.
5. Ability to interact successfully with program staff.
6. Ability to judge the quality of program evaluations.
7. Knowledge of all major aspects of assessment of achievement.

In the discussion of the goals proposed by Ahmann, the participants acknowledge still another role that needs to be attended to. This role can be categorized as the victim of evaluation, the people who are staff members in a project being evaluated. They are not does of evaluation and frequently not consumers of evaluation. But, they do play a role in determining how good or bad an evaluation effort might be.

After the small group session in the afternoon the concern for the several roles surfaced again. The focus for this discussion was a concern for both the consumer and doer. After a discussion in which the victim role was reinserted the participants reached a

consensus; the introductory course should be for all of the referenced roles. This decision was made with the assumption that there would be advanced courses available for those who wished to become producers.

This discussion used most of the time scheduled for achieving groups consensus on a priority ranking of goals. From the discussions five goals were stated.

1. An appreciation of the usefulness of program evaluation to improve education.
2. The ability to select data-gathering instruments.
3. An awareness of selected aspects of program evaluation.
4. An understanding of the concepts and underlying assumptions of evaluation and of the social context in which it occurs.
5. Knowledge of all major aspects of the assessment of achievement.

Commonalities Across the Three NSPER Sessions

Two types of commonality can be seen in a review of the goal discussions in the three NSPER: 77 programs. The first includes concerns about the context for the planning of an introductory course. The second type includes commonalities in the course goals preferred by the different groups. All three sets of participants expressed strong concern for direct consideration of the consumers and doers of evaluation. A statement from New Orleans best captures this concern. That statement indicated that an introductory course should help all educators develop a common language and set of experiences on which to base their future involvement in *or* with evaluation. In all three locations the participants shared a concern about the consideration of goals for an introductory course in a vacuum. They strongly urge that course *and* program planning be undertaken interactively. Finally, all three sets of participants readily accepted the idea that the introductory course developed at this point in time must include recognition that the course will be modified as our knowledge of the evaluation process expands. We do not seek the course prospectus that once set will serve us for all time.

The goal commonalities in the three locations seem to be seven in number. The NSPER: 77 participants would like the intro-

ductory course on program evaluation to help students:

1. Become aware of the purposes (both appropriate and inappropriate) to which program evaluation can be put.
2. Understand the socio-political context within which evaluation exists.
3. Understand the models, theories, strategies, and underlying assumptions of evaluation.
4. Develop an awareness of the extent and complexity of the technical skills needed to do evaluative work.
5. Develop the ability to communicate in terms of both language and interpersonal skills.
6. Develop attitudes about the evaluation process that facilitate their productive use of or involvement in evaluation.
7. Develop their ability to read, interpret, and critique completed evaluation reports.

These items are not placed in a priority order.

Session III and IV – The Content, Procedures, and Materials for an Introductory Course on Program Evaluation

The program for NSPER: 77 called first for attention to the content to be included and then a delineation of procedures and materials to be used. In operation the specialists and the participants found it difficult to maintain this division. As content items were listed the specialists suggested resources related to them. In many instances the participants' discussed and/or asked for additional resources.

BOSTON

In Boston, Stufflebeam outlined an extensive list of resources which he recommended to the participants as sources for the specific content to be included. Then he turned to the priority listing of goals developed by the Boston NSPER participants (see page 8) and indicated possible content and resources. An outline of these contributions follows:

Objective No. 1 Knowledge of Purposes of Evaluation

Might focus on:

Functions of evaluation

Role and goal of evaluation
Relation of evaluation and decision making

Sources:

Tyler's article on purposes of measurement (in book by W. Beatty, see bibliography in Resources section)
Scriven article on the Methodology of Evaluation (in R.E. Stake, *AERA Monograph No. 1* and in Worthen & Sanders, *Educational Evaluation: Theory and Practice*.)
Stufflebeam, et al. *Educational Evaluation and Decision Making*.
Cronback's article "Course Improvement Through Evaluation." (*Teachers College Record* 1963 Vol. 64, Reprinted in Worthen and Sanders).

Objective No. 2 Overview of Theories and Models

Might focus on:

Classicists (Tyler, Hammond, Provus, Popham)
Cultural Progressives (Guba, Scriven, Cronback)
Functionalists (Alkin, Stufflebeam)
Adversarials (Owens, Wolf, Stake)

In each class the following questions should be dealt with:

1. What is evaluation?
2. What is evaluation for?
3. What questions does it address?
4. What audiences are being served?
5. What is the process involved in doing evaluation?
6. Who should do the evaluation?
7. What standards should be used to assess an evaluation?

Sources:

Worthen and Sanders
Occasional paper series of Western Michigan University, Farwest Laboratory, Phi Delta Kappa
House's 1977 AERA paper on assumptions underlying selected evaluation models.
Antonoplos' 1977 AERA paper, "Evaluation Revisited"
Gepharts' 1977 AERA paper, "Toward a Synthesis of Evaluation Models."

Objective No. 3 The Processes of Evaluation

Might focus on:

Preparation for evaluation
Implementation of evaluation
Application of the findings

Sources:

Stufflebeam, et al. *Educational Evaluation and Decision Making* (Chapter 6)
Provus, *Discripancy Evaluation*
Stake, "T City Report"
Wolf's video of the evaluation of the Indiana University teacher education program

Objective No. 4 Communicators and Communicatees

Sources:

Bettinghouse and Miller
Jackson "Your Medium Is Not The Message." *CEDR Quarterly* Phi Delta Kappa, Fall 1973.

Objective No. 5 Identification of Policy Relevant Variables

Sources:

Breckell's AERA Tape on Political Influences
House *School Evaluation: The Politics and Process.*
Stufflebeam and others exchange in the *Kappan* on the Michigan Accountability System.

Objective No. 6 Interface between Evaluation and Content Areas

Might focus on:

bodies of knowledge such as, communication theory, social psychology, cost analysis, decision theory, organizational development, philosophical analysis of values, law, curriculum theory, learning theory, administration, etc.

Sources:

Stufflebeam's AERA presentation on needs assessment (September 1977).
SEE (*Studies in Evaluational Evaluation Journal*).
Evaluation reports in ERIC

Objective No. 7 Ability to critique completed reports

Might focus on:

Meta Evaluation

Bias Control
Meta Analysis
Secondary Analysis
Standards

Sources:

Stufflebeam Occasional Paper Number 3 on Meta Evaluation, Western Michigan University.
Scriven Occasional Paper Number 4 on Evaluation Bias and its Control, Western Michigan University.
Schnee Division H Ethics study (*CEDR Quarterly*).
Stufflebeam Evaluation Standards Project

The discussion of potential resources focused for a time on the usefulness of case studies and a request that an effort be made to collect and disseminate case studies on evaluation. Some participants seemed to equate evaluation reports with case studies. Consensus was reached to the contrary. Most evaluation reports do not contain information on the precursors of the evaluation, the socio-political context in which it was carried out, the problems and issues incurred during evaluation, and a follow-up. With this clarification of what is meant by the term evaluation case study, the participants reasserted the belief that such materials would be useful as instructional resources.

Ahmann's discussion of content to be covered and resources was based on a course outline and references for a course he teaches at Iowa State.

Program Evaluation in Education
Outline of the Course

I. Nature of educational evaluation
  A. Types
    1. Evaluation of students, school personnel, etc.
    2. Evaluation of programs and products
  B. Associated activities
    1. Measurement
    2. Assessment
    3. Research
  C. Role of program evaluation
    1. Accountability movement

2. Federal involvement
3. State and local concerns
4. Formative and summative evaluation

II. Planning the evaluation: Preliminary steps
A. Concurrent planning of a program and its evaluation
1. Goals and rationale of the program
a. Taxonomies of educational objectives
b. Designing instructional objectives
c. Establishing priorities for objectives
2. Formulating the evaluation questions to be answered
a. Generalizability of the evaluation conclusions
3. Integrating the evaluation plan of work with that of the program
B. Relationship between evaluator and project staff
1. Establishing communication channels
2. Cooperative efforts to complete program and its evaluation concurrently
3. Use of evaluation contracts
4. Ethical standards for evaluation
a. Accountability of the evaluation
b. Autonomy of the evaluator
c. Value judgments by the evaluator
C. Appraising the political context of the evaluation
D. Standards for educational evaluation

III. Program evaluation models
A. Goal-attainment models
1. Tylerian model
2. Hammond model
3. Metfessel-Michael model
B. Judgmental models emphasizing intrinsic criteria
1. Accreditation models
C. Judgmental models emphasizing extrinsic criteria
1. Scriven's contributions
a. Formative and summative evaluation
b. Goal-free evaluation
c. Modus operandi method
2. Stake's countenance model
a. Descriptive and judgment matrices
b. Responsive evaluation

D. Decision-facilitation models
   1. Stufflebeam–Guba CIPP model
   2. CSE model (Alkin)
   3. Provus' discrepancy Model
E. Comparison of major models in terms of salient characteristics
F. Other variations
   1. Adversary evaluation model
   2. Transactional evaluation
   3. Common models used with federal programs (e.g., Title VII)

IV. Data-gathering methods: Basic consideration
A. Specifications of methods appropriate to the evaluation
B. Measurement scales
   1. Nominal
   2. Ordinal
   3. Interval
   4. Ratio
C. Degrees of validity
   1. Content
   2. Criterion-related
      a. Concurrent
      b. Predictive
   3. Construct
   4. Test bias
D. Degrees of reliability
   1. Chance errors and their sources
   2. Methods of determining degrees of reliability
E. Test scores and norms
   1. Raw scores
   2. Standard scores
   3. Percentiles
   4. Other derived scores
   5. Hazards associated with the use of various norms
F. Utility of data-gathering methods
   1. Availability
   2. Difficulty of constructing special methods
   3. Complexity of administration and scoring
   4. Interpretability of results

V. Data-gathering methods: Selection and development
   A. Identifying the specifications of instruments appropriate to the evaluation
   B. Paper-and-pencil tests
      1. Norm-referenced tests
      2. Criterion-referenced tests
   C. Performance tests
   D. Questionnaires, inventories, and checklists
   E. Rating and ranking scales
   F. Appraisal of work products, diaries, logs, and other documents
   G. Unobtrusive measures

VI. Experimental and quasi-experimental designs
   A. One-group designs
      1. One-shot case study
      2. One-group pretest-posttest design
      3. Interrupted time series design
   B. Control-group designs
      1. Nonequivalent control group design
      2. Pretest-posttest control group design
      3. Posttest only control group design
   C. Threats to internal validity
      1. Sources of invalidity for each design
   D. Threats to external validity
      1. Sources of invalidity for each design

VII. Sampling strategies: An overview
   A. Identifying the population to sample
   B. Types of samples
      1. Simple random samples
      2. Stratified random sampling
      3. Cluster sampling
      4. Systematic sampling
   C. Matrix sampling
      1. Advantages
      2. Limitations
   D. Sample size and sampling error
   E. Common sampling problems in program evaluation
      1. "Incidental" samples

2. "Judgment" samples
3. Differential loss of learners

VIII. Data analysis: A review
A. Tables, charts, and graphs
B. Measures of location (central tendency)
C. Measures of variability (dispersion)
D. Correlation and regression
E. Common tests of significance
1. Parametric methods
2. Nonparametric methods
3. Statistical significance and practical significance
F. Estimation of parameters

IX. Large-scale assessments of achievement
A. Purposes of large-scale assessments
1. Wide-range testing
2. Minimal competency testing
B. Design of state, national, and international assessments
1. Data-gathering instruments
2. Sampling methods
3. Reporting methods
C. Major findings of assessments
1. Bench-mark data
2. Changes in levels over time
D. Relationship of assessments to program planning and evaluation
1. Needs assessment
2. Adapting assessment instruments and methods
3. Using assessment data when interpreting program evaluation data
E. Evaluation of assessments

X. Reporting evaluation results and conclusions
A. Identifying the audiences for the report(s)
B. Identifying the decision-making needs
C. Multiple reporting mechanisms
1. Preview reports to program staff
a. Rejoinders
2. "Standard" reports

a. Content
b. Use of tables and graphs
3. Technical reports
4. Oral reports
a. Audio-visual aids
b. Hand-out material
5. Summary or "highlights" reports
D. The impact of the political context on evaluation reports
E. Informal follow-up consulting with decision-makers

Title of the Course
Program Evaluation in Education

Catalog description
Methods of evaluating educational programs using various models and data-gathering methods. Analysis of data and preparation of reports. Review of large-scale assessments of achievement.

Prerequisites
Introductory courses in measurement and statistical methodology.

Useful background information
Common research methods used in education.

Level
Graduate

Duration
3 credits; one academic term.

Textbook
Popham, W. J. *Educational Evaluation*. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1975.

Program Evaluation in Education
Major Objectives of the Course

1. An appreciation of the usefulness of program evaluation as a tool for the improvement of the quality of education at all levels.

2. A knowledge of all major aspects of program evaluation, including its terminology, models, designs, data-gathering methods, data analysis methods, and guidelines for presentation of findings and conclusions.

3. The ability to serve as an evaluator of educational programs by (1) formulating evaluation questions to be answered, (2) selecting appropriate evaluation models and designs for these questions, (3) identifying the data and evidence needed, (4) gathering and analyzing the data, and (5) preparing a satisfactory report.

4. The ability to select and, when needed, construct suitable data-gathering instruments with adequate degrees of reliability and validity.

5. The ability to interact successfully with staff members conducting the program to be evaluated, and to establish a working relationship sensitive to their needs and consistent with existing ethical standards for evaluators.

6. The ability to judge the quality of evaluations of programs already completed.

7. A knowledge of the purposes, methods, and general findings of large-scale assessments of achievement, and their relationship to program planning and evaluation.

In Salt Lake City, Lorrie Shepard presented the course content she deals with and the resources used through a course outline used in the Spring of 1977. That material is presented below. She also sharred a compilation of course outlines developed by selected groups of persons in various universities. Included were materials from Marvin Alkin (UCLA), Egon Guba (Indiana University), Thomas Hastings (University of Illinois), Ernest House (University of Illinois), W. James Popham (UCLA), James R. Sanders (Western Michigan University), Robert Stake (University of Illinois), and Daniel L. Stufflebeam (Western Michigan University). These items are included in an appendix to this report.

Date	*Topics*	*Readings*
Jan. 19	Overview of course: distinction between research & evaluation	
Jan. 26	Classicists: Tyler, Metfessel & Michael, Hammond, Provus; & Systems Approach: Stufflebeam, Alkin	Tyler summary Metfessel & Michael Stufflebeam (all in Worthen & Sanders)
Feb. 2	Experimentalists	Campbell and Stanley, pp. 1–26. Campbell, D., Reforms as experiments. *Amer. Psychologist*, 1969, *24*, 409-429. Summary of Sesame Street by Ball and Cook. (Rubin, D.G., Estimating causal effects. . . *Journal of Ed. Psych.*, 1974, *66* 688-702.)
Feb. 9	Cronbach Scriven	Both papers in Worthen & Sanders, *Educational Evaluation: Perspectives & Procedures.* Cook, Ch. 3, Formative & summative evaluation-research in the context of "Sesame Street."
Feb. 16	Critical analysis of evaluation theory	Guba, The failure of educational evaluation, *Ed. Tech.*, May 1969. Glass, Growth of Evaluation Methodology. (Lab for Ed. Research)
Feb. 23	Issues in Testing Assessment	Klein, The uses and limitations of standardized tests....., *Evaluation Comment*, Jan. 1971.

		Womer & Mastie, How will National Assessment change Amer. education? *Phi Delta Kappan*, Oct. 1971. Millman, Criterion-referenced measurement. In Popham, *Evaluation in Education: Current Applic.*, McCutchen Stake, Measuring what learners learn. In House *School evaluation: The politics & process.*
Feb. 30	Stake's responsive evaluation	Stake's responsive evaluation. Smith & Pohland, Education, Technology & the rural highlands, AERA monograph number 7.
Mar. 9	Naturalistic observation	Jackson, Naturalistic Studies. . . . In Apple, et al., Educational Evaluation: Analysis & Responsibility. Lutz & Ramsey, The use of anthropological Field Methods in Education. *Educ. Researcher*, Nov. 1974.
Mar. 16	MIDTERM	
Mar. 22	SPRING VACATION	
Mar. 30	Goal-Free Evaluation & Checklist approach	Scriven, M., Evaluation Perspectives and Procedures. In *Evaluation in Education*, J. Popham, Editor.
Apr. 6	AERA – NO CLASS	
Apr. 13	Evaluating Personnel	Glass G.V, Teacher effectiveness. Scriven, M., The evaluation of teachers and teaching.

Apr. 20	Socio-Political context of eval.	Brickell, H.M. The Influence of External Political Factors on the Role & Methodology of Evaluation. Weiss, C. In *Handbook of Evaluation Research*.
Apr. 27	Adversary approach to evaluation	Wolf, *PDK* Nov. 1975.
	Reporting results of evaluation	Owens, T. In House, E. (ed.), *School Evaluation*.
May 4	Evaluating evaluation	Stufflebeam, D. Meta Evaluation Scriven, M. Evaluation Bias & Its Control.

May 12 FINAL EXAM

(Will be scheduled at the time of regular class meeting unless there are conflicts for some members of the class.)

Program Evaluation in Education
Selected References
Mentioned During NSPER: 77

General

AERA Monograph Series on Curriculum Evaluation. Chicago: Rand McNally & Co., 1967-70. Volumes 1 through 5.

1. "Perspectives on Curriculum Evaluation," 1967. (R.E. Stake, R.W. Tyler, R.M. Gagné, M. Scriven, and J.S. Ahmann)
2. "Evaluation Activities of Curriculum Projects," 1968. (H. Grobman)
3. "Instructional Objectives," 1969. (W.J. Popham, E.W. Eisner, H.I. Sullivan, and L.L. Tyler)

4. "Research Strategies for Evaluation Training," 1970. (P.H. DuBois and G.D. Mayo, eds.)
5. "Evaluation as a Tool in Curriculum Development: The IPI Evaluation Program," 1970 (C.M. Lindvall, R.C. Cox, and J.O. Bolvin)

Anderson, S.B., et al., *Encyclopedia of Educational Evaluation*. San Francisco: Jossey-Bass Publishers, 1975.

Apple, M.W., Subkoviak, M.J., and Lufler, H.S., eds. *Educational Evaluation: Analysis and Responsibility*. Berkeley: McCutchan Publishing Co., 1974.

Aster, W.J., *Educational Research and Evaluation Methods*. Boston: Little, Brown and Co., 1976.

Bellack, A.A., and Kliebard, H.M., eds. *Curriculum and Evaluation*. Washington: American Educational Research Association, 1977.

Bennett, C.A., and Lumsdaine, A.A., *Evaluation and Experiment*. San Francisco: Academic Press, Inc., 1975.

Borich, G.D., ed. *Evaluating Educational Programs and Products*. Englewood Cliffs, N.J.: Educational Technology Publishers, 1974.

Bracht, G.H., Hopkins, K.D., and Stanley, J.C., eds. *Perspectives in Educational and Psychological Measurement*. Englewood Cliffs, New Jersey: Prentice-Hall, 1972.

Campbell, D.T., "Reforms as Experiments." *American Psychologist*, 1969, *24*, 409-429.

Cronbach, L.J., "Course Improvement Through Evaluation." *Teachers College Record*, 1963, *64*, 672-683.

Caporaso, J.A., and Roos, L.L., Jr., eds. *Quasi-experimental Approaches*. Evanston, Illinois: Northwestern University Press, 1973.

Dressel, P.L., *Handbook of Academic Evaluation*. San Francisco: Jossey-Bass, Inc., 1976.

Glass, G.V, ed. *Evaluation Studies, Review Annual, Volume 1* Beverly Hills: Sage Publications, 1976. (*Volume 2*, Marcia Guttentag, ed., 1977; *Volume 3*, T.D. Cook, ed., 1978)

Guttentag, M., and Struening, E.L., eds. *Handbook of Evaluation Research*. 2 vols. Beverly Hills, California: Sage Publications, 1975.

House, E.R., ed. *School Evaluation: The Politics and Process*. Berkeley, California: McCutchan Publishing Co., 1973.

Payne, D.A., ed. *Curriculum Evaluation: Commentaries on Purpose, Process and Product*. Washington, D.C.: Heath, 1974.

Popham, W.J., *Educational Evaluation*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1975.

Popham, W.J., ed. *Evaluation in Education: Current Applications*. Berkeley, California: McCutchan, 1974.

Popham, W.J., *An Evaluation Guidebook: A Set of Practical Guidelines for the Educational Evaluator*. Los Angeles: Instructional Objectives Exchange, 1972.

Provus, M., *Discrepancy Evaluation for Educational Program Improvement and Assessment*. Berkeley: McCutchan Publishing Co., 1971.

Rippey, R.M., ed. *Studies in Transactional Evaluation*. Berkeley: McCutchan Publishing Co., 1973.

Rivlin, A.M., and Timpane, P.M., *Planned Variation in Education: Should We Give Up or Try Harder*? Washington, D.C.: Brookings Institution, 1975.

Scriven, M., *Evaluation: A Study Guide for Educational Administrators*. Fort Lauderdale, Florida: Nova University Press, 1974.

Stake, R.E., "The Countenance of Educational Evaluation." *Teachers College Record*, 1967, *68*, 523-540.

Stufflebeam, D.L., et al., *Educational Evaluation and Decision Making*. Itasca: Peacock Publishers, 1971.

Taylor, P.A., and Cowley, D.M., eds. *Readings in Curriculum Evaluation*. Dubuque, Iowa: William M. Brown, 1972.

Tyler, R.W., ed. *Educational Evaluation: New Roles, New Means*. Chicago: University of Chicago Press, 1969.

Tyler, R.W., and Wolf, R.M., eds. *Crucial Issues in Testing*. Berkeley: McCutchan, 1974.

USOE Monographs on Evaluation in Education. Washington: Superintendent of Documents, Government Printing Office.

1. "A Practical Guide to Measuring Project Impact on Student Achievement," 1975. (D.P. Horst, G.K. Tallmadge, and C.T. Wood)
2. "A Procedural Guide for Validating Achievement Gains in Educational Projects," 1976. (G.K. Tallmadge and D.P. Horst)

Walberg, H.J., ed. *Evaluating Educational Performance: A Sourcebook of Methods, Instruments, and Examples*. Berkeley: McCutchan Publishing, 1974.

Weiss, C.H., ed. *Evaluating Action Programs: Reading in Social Action and Education*. Boston: Allyn and Bacon, Inc., 1972.

Weiss, C.H., ed. *Evaluation Research: Methods of Assessing Program Effectiveness*. Englewood Cliffs, New Jersey: Prentice-Hall, 1972.

Worthen, B.R., and Sanders, J.R., *Educational Evaluation: Theory and Practice*. Worthington, Ohio: Charles A. Jones Publishing Co., 1973.

Supporting Resource Materials

American Psychological Association, *Standards for Educational and Psychological Tests*. Washington: Author, 1974.

Bloom, B.S., et al., *Taxonomy of Educational Objectives: Handbook I: Cognitive Domain*. New York: David McKay, 1956.

Buros, O.K., *The Mental Measurements Yearbooks:* 1938, 1940, Third (1949), Fourth (1953), Fifth (1960), Sixth (1965), Seventh (1971), Eighth (1978). Highland Park, New Jersey: Gryphon Press.

Buros, O.K., *Tests in Print II*. Highland Park, N.J.: Gryphon Press, 1974.

Campbell, D.T., and Stanley, J.C., *Experimental and Quasi-experimental Designs for Research*. Chicago: Rand McNally, 1966.

Ebel, R.L., ed. *Encyclopedia of Educational Research*. (4th ed.) New York: Macmillan Company, 1969.

Gage, N.L., ed. *Handbook on Research in Teaching*. Chicago: Rand McNally, 1963.

Good, C.V., *Dictionary of Education*. (3rd ed.) New York: McGraw-Hill, 1973.

Harrow, A.J. *A Taxonomy of the Psychomotor Domain*. New York: David McKay, 1972.

Krathwohl, D.R., Bloom, B.S., and Masia, B.B. *Taxonomy of Educational Objectives: Handbook II: Affective Domain*. New York: David McKay, 1964.

Lindquist, E.F., ed. *Educational Measurement*. Washington: American Council on Education, 1951.

Thorndike, R.L., ed. *Educational Measurement*. (2nd ed.) Washington: American Council on Education, 1971.

Travers, R.M.W. *Second Handbook of Research on Teaching*. Chicago: Rand McNally, 1973.

Webb, E.J., et al., *Unobtrusive Measures: Nonreactive Research in the Social Sciences*. Chicago: Rand McNally, 1966.

Journals Containing Evaluation Reports

American Educational Research Journal
Educational and Psychological Measurement
Educational Researcher
Evaluation and Program Planning (Vol. 1, 1978)
Evaluation Quarterly (Vol. 1, 1977)
How to Evaluate Educational Programs (Vol. 1, 1977)
Journal of Educational Measurement
Measurement and Evaluation in Guidance
Review of Educational Research
Studies in Educational Evaluation (Vol. 1, 1976)

Miscellaneous Newsletters and Reports

Evaluation Comment
NAEP Newsletter
NCME Measurement in Education
Newsletter for Matrix Samplers
TM Reports (ERIC Clearinghouse, ETS)

Comprehensive Bibliographies in Program Evaluation

1. *1968–1973* – ERS Annotated Bibliography. "The Evaluation of Instructional Programs," 1974. Prepared by the Educational Research Service, Inc., Arlington, Virginia. (Documents located through a search of *Education Index*, *Current Index to Journals in Education*, and *Research in Education* for 1968-73, and *Dissertation Abstracts International* for 1971-1973.)
   Categories:
   1. General (References 1-83)
   2. Methodology (References 84-212)

3. Case Studies (References 213-269)

2. *1972–1975* – "Evaluation Bibliography," 1976. (Mimeo, 38 pages). Prepared by the Evaluation Consortium, School of Education, Stanford University.

Categories:

1. Comprehensive
2. Conceptual Issues
3. Measuring Instruments
4. Conduct of Evaluation
5. Profession of Evaluation
6. Social-Political Context of Evaluation
7. Use of Evaluation
8. Technical-Methodological Issues
9. Evaluation Reports, Plans, and Accounts

II OUTLINE FOR AN INTRODUCTORY COURSE IN PROGRAM EVALUATION

The material that follows is based on a synthesis of materials collected from the small group activities in the three NSPER: 77 sessions. As such, it generally reflects the recommendations of the NSPER: 77 participants. At the same time it may vary appreciably from any single discussion group's recommendation. This synthesis has been done by the NSPER Co-Directors. Credit for what is good and valuable in the following belongs to the NSPER: 77 participants. Faults and flaws in it are the responsibility of the Co-Directors. (Robert Ingle willingly gives his share of those responsibilities to William Gephart.)

Statement of Course Goals

The NSPER: 77 participants would like the introductory course on program evaluation to help students:

1. Become aware of the purposes (both appropriate and inappropriate) to which program evaluation can be put.

2. Understand the socio-political context within which evaluation exists.

3. Understand the models, theories, strategies, and underlying assumptions of evaluation.

4. Develop an awareness of the extent and complexity of the technical skills needed to do evaluative work.

5. Develop the ability to communicate in terms of both language and interpersonal skills.

6. Develop attitudes about the evaluation process that facilitate their productive use of or involvement in evaluation.

7. Develop their ability to read, interpret, and critique completed evaluation reports.

These items are not placed in a priority order.

Prerequisites

None

Target Audience

Upper division undergraduate students and graduate students who are interested in gaining a general knowledge of the evaluation process.

Course Outline

Topic 1 – Definition of evaluation (Both independently and in contrast with measurement, research, and development.)

Related evaluation terminology, e.g., formative, summative, goal free, etc.

Topic 2 – Purposes of evaluation
- A. The determination of worth.
- B. Service to decision making.
  1. Policy decisions
  2. Programatic selection decisions
  3. Implementation decisions
  4. Accreditation decisions
- C. Inappropriate purposes, e.g., discovery of truth

Topic 3 – Social/political context
- A. Role of attitudes and values in evaluation
  1. Societal
  2. Institutional
  3. Individual
- B. Effects of evaluation on attitudes and values
- C. Levels of decision making, e.g., personal, institutional, and societal
- D. Threat, anxiety, and other subject concerns
- E. Impact of politics and policy on evaluation and vice versa

Topic 4 – Evaluation models
- A. Historical overview of conceptualizations of evaluation
  1. Tylerian
  2. Accreditation
  3. Measurement

B. Current models, their nature, similarities, and differences
   1. CIPP (Stufflebeam et al.)
   2. CSE (Alkin)
   3. Discrepancy (Provus)
   4. Countenance-Responsive (Stake)
   5. Goal Free (Scriven)
   6. Others as deemed appropriate

Topic 5 – Technical skills in evaluation
A. Techniques and procedures for delineating the information needed from an evaluation
B. Data collection techniques
C. Data processing and analysis techniques
D. Communication skills
   1. Interpersonal relationship skills and sensitivities
   2. Reporting techniques and procedures
      a. Technical reports
      b. Reports for the general public
   3. Technical writing skill

Topic 6 – Reading, interpreting, and critiquing evaluation reports

There is currently no single textbook available that will satisfactorily address all the topics included in the outline. The most comprehensive coverage that is available can be found in Worthen and Sanders (*Educational Evaluation: Theory and Practice*. Belmont, California: Wodsworth Publishing Company, 1973) and Popham (*Educational Evaluation*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1975). As indicated in the discussion of resources in the three NSPER: 77 sessions, there are many more publications that might be useful in developing student understandings and skills in one or more of the topics in the outline. Stufflebeam referred to a comprehensive bibliography on evaluation that was developed by Mary Anne Bunda which is available from The Evaluation Center (Western Michigan University) at a nominal fee. What follows are some illustrative references from the NSPER discussions in addition to the Popham and Worthen and Sanders books.

Topic 1

AERA Monograph Series on Curriculum Evaluation, Volume I *Perspectives on Curriculum Evaluation* Chicago: Rand McNally, 1967.

Cronbach, L.J., "Course Improvement Through Evaluation." *Teachers College Record* Vol. 64, 1963, 672-683. (In Worthen and Sanders)

Stufflebeam, D.L., et al., *Educational Evaluation and Decision Making*. Itasca, Illinois: F.E. Peacock, Publisher, 1971.

Gephart, W.J., "Educational Evaluation: Past, Present and Future." CEDR Occasional Paper Number 17, Bloomington, Indiana: Phi Delta Kappa, 1975.

Topic 2

AERA Monograph Series, Volume 1 (see above).

House, E.R., Ed., *School Evaluation: The Politics and Process*. Berkeley, California: McCutchan Publishing Company, 1973.

Payne, D.A., Ed., *Curriculum Evaluation: Commentaries on Purpose Process and Product*. Washington, D.C.: Heath, 1974.

Topic 3

House, E.R., Ed., *School Evaluation: The Politics and Process*. (see above).

Brickell, H.M., AERA tape on political influences in evaluation, Washington, D.C.: AERA 1976.

Topic 4

Worthen and Sanders.

Tyler, R. *Educational Evaluation: New Roles, New Means*, The 68th Yearbook of the NSSE. Chicago: University of Chicago Press, 1969.

Guba, E.G., Untitled presentation, Proceedings of the Annual Meeting of the Evaluation Network, Ingle, R.B., Editor, Bloomington, Indiana: Phi Delta Kappa, 1978.

Popham, W.J., Ed., *Evaluation in Education: Current Applications*. Berkeley, California: McCutchan Publishing Corporation, 1974.

Nadler, G., "A Method of Asking the Right Questions," Occasional Paper Number 22, Bloomington, Indiana: Phi Delta Kappa, 1977.

Topic 5

Popham, *Evaluation in Education: Current Applications*. (see above).

Jackson, K., "Your Medium Is Not the Message." *CEDR Quarterly*, Fall 1973, pp. 23-24.

Topic 6

Sanders, J.R. and Nafziger, D.H., "A Basis for Determining Adequacy of Evaluation Designs," Occasional Paper Number 20, Bloomington, Indiana: Phi Delta Kappa, 1976.

Krahmer, E., and Morris, C., *Reading and Evaluating Educational Research*. New York: Macmillan Information, 1974.

Stufflebeam, D.L., Evaluation Standards Project (in progress).

General Comments

A. Selected Evaluation Bibliography

Popham, W. James. *Educational Evaluation*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1975.

A good general introduction for those who have had no measurement, research, or statistics. Deals with evaluation as a general activity and then goes on to consider educational objectives, measurement techniques for evaluation, evaluation designs, sampling, data analysis, reporting, cost analysis, teacher evaluation, and various evaluation issues.

Evaluation Models

Provos, Malcolm. *Discrepancy Evaluation*. Berkeley, California: McCutchan Publishing Co., 1971.

Describes at some length the discrepancy model developed and used in Pittsburgh by Malcolm Provos. Contains critiques of the model and case studies of applications of the model.

Stufflebeam, Daniel; Foley, Walter; Gephart, William; Guba, Egon; Hommond, Robert; Merriman, Howard; and Provos, Malcolm. *Educational Evaluation and Decision Making*. Itasca, Illinois: F. E. Peacock Publishers, Inc., 1971.

Written by the Phi Delta Kappa Study Commission on Evaluation. This book is best known for having introduced the CIPP "model" for evaluation but it also deals with educational decision making, methodology, implementation, and organization for evaluation.

Worthen, Blaine, and Sanders, James. *Educational Evaluation: Theory and Practice*. Greencastle, Indiana: Charles A. Jones Publishing, Co., 1973.

Deals with a number of "models" for evaluation as well as other considerations (use of educational objectives, measurement problems). In many instances examples of an application of the model is given.

Evaluation Technique Reference

Anderson, Scarvia B., Ball, Samuel, Murphy, Richard T., and Rosenthal, Elsa, J. *Anatomy of Evaluation*. Princeton, New Jersey: Educational Testing Service; 1973, 407 p.

Presents a large portion of the concepts and techniques in evaluation. Each item (e.g., Delphi Technique) is briefly discussed (2-3 pages) to give the reader an understanding of its basic nature. This is followed by a bibliography which lists the key publications on that item. It is an excellent reference source for educators interested in evaluation either from a consumer or doer reference point.

Evaluation Research

Many of the newer books on educational research contain sections on evaluation research. The following two paperback books are relatively easy for someone who has little quantitative training.

Isaac, Stephen, and Michael, William. *Handbook in Research and Evaluation*. San Diego, California: Robert A. Knapp, 1971.

A cookbook approach to planning, carrying out, analyzing, and reporting research and evaluation studies. May be a little confusing to someone with absolutely no research knowledge, but if read with care can be very helpful.

Weiss, Carol. *Evaluation Research*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972.

Carries you step by step through the process of formulating questions, designing evaluations, and utilizing evaluations. Does not deal with measurement or analysis techniques.

Readings

Caro, Frances G., Editor. *Readings in Evaluation Research*. New York: Russell Sage Foundation, 1971.

Contains a series of papers dealing with the nature of the evaluation task, the role of evaluation research, organizational considerations for evaluation, methodological strategies, and case material. To get the most out of the book the reader should have some knowledge of evaluation.

House, Ernest R., Editor. *School Evaluation: The Politics and Process*. Berkeley, California: McCutchan Publishing Co., 1973.

Deals almost exclusively with the socio-political problems which may be encountered when doing evaluations. Valuable for alerting evaluators to what they may encounter when planning evaluation studies.

Payne, David A., Editor. *Curriculum Evaluation*. Lexington, Massachusetts: D.C. Heath and Co., 1974.

Contains sections on purposes and problems in curriculum evaluation, identification of goals and objectives, design and analysis, measurement techniques and problems, and illustrative projects. Intended primarily as an adjunct text but could stand alone.

Popham, W. James, Editor. *Evaluation in Education, Current Applications*. Berkeley, California: McCutchan Publishing Co., 1974.

Definitely not for the uninitiated. Contains excellent, and very new material from such people as Michael Scriven, Daniel Stufflebeam, Richard Wolf and others. Required for those who want to dig into the substance of evaluation.

Walberg, Herbert J., Editor. *Evaluating Educational Performance*. Berkeley, California: McCutchan Publishing Co., 1974.

This book is sub-titled "A Source book of Methods, Instruments and Examples," and it is just that. It deals with such issues as teacher evaluation, needs assessment, observation and rating instruments, evaluation of educational media and a host of other things. Worthwhile if you know something about evaluation.

Behavioral Objectives

The following three books are all paperbacks, self-instructional and of about equal worth. You would not go wrong with any of them.

Burns, Richard W. *New Approaches to Behavioral Objectives.* Dubuque, Iowa: William C. Brown Co., 1972.

Kryspur, William J. and Feldhusen, John F. *Writing Behavioral Objectives.* Minneapolis, Minnesota: Burgess Publishing Co., 1974.

Vargas, Julie S. *Writing Worthwhile Behavioral Objectives.* New York: Harper and Row, Publishers, 1972.

The listing of the six topics in the outline above should not be interpreted to indicate that equal time or emphasis should be given each topic. The NSPER: 77 discussions did not concentrate intensively on instructional techniques. There was mention of the use of case studies and a call for their development as an instructional resource. Persons considering this outline should be aware of the Center for the Study of Evaluation (UCLA) evaluation workshops, a series of filmstrips developed by Vimcet Associates, Inc. (P.O. Box 24714, Los Angeles, California 90024), and the Lake City Evaluation Simulation developed by Robert B. Ingle and Rolland Callaway (University of Wisconsin-Milwaukee).

In Topic 5, B and C, data collection techniques and data processing and analysis techniques, the instructional intent is to provide the learners with a conceptual knowledge *not the teaching of statistics and/or measurement*!

It is not the expectation that persons who complete this course will be qualified evaluators. Additional course work and experiences would be necessary to achieve this end. Those people who successfully complete the proposed introductory course should have the language and conceptual knowledge necessary to communicate effectively with evaluators, to be intelligent consumers of evaluation, and to be knowledgeable participants in evaluation efforts.

APPENDIX

SELECTED COURSE OUTLINES AND RELATED MATERIALS

ITEMS RECEIVED FROM EGON G. GUBA
Indiana University

Evaluation Models and Techniques (Fall 1977)

Purpose: The general purpose of this introductory course is twofold: (1) to acquaint students with contemporary issues and models relevant to the evaluation of educational phenomena, ranging from classrooms to national social action projects, and (2) to provide some initial "hands on" experience in conducting a simple evaluation in an area of interest for the individual student. It is also intended to provide a broad overview of the ways in which the art and science of evaluation have developed over the past several decades.

Objectives: The objectives for the course include:

1. Understanding of a variety of evaluation theories that have guided the evaluation practitioner in the past or that are now under development.

2. Gaining acquaintance with some exemplary or prototypical evaluation efforts in the student's own field of interest.

3. Gaining some acquaintance with broad methodological areas relevant to evaluation, and some skill with a few selected techniques relevant to the evaluation exercise selected by the student.

4. Examining the role of educational evaluation in the context of the human, political, and social environment in which it occurs.

5. Nurturing the belief that better knowledge leads to better educational practice.

Requirements: To obtain full credit for the course the student must:

1. Attend classes and participate in class discussions.

2. Achieve a passing grade on examinations, probably a midterm and a final.

3. Write an acceptable report describing an evaluation project selected and carried out by the student.

Access to Instructor: The instructor is willing to discuss any problems or deal with any questions on an individual basis. Please make an appointment by contacting me after class or calling my secretary, Ms. Jayne Steele, at 337-1554. My office is in 120 Smith Research Center, and my direct telephone number is 337-1555.

NOTE: Since 1975 Dr. Guba has compressed the discussion of theory and methodology into about half the semester. The other half of the course is devoted to individual student evaluation projects which are discussed in class while in progress. As a result the current reading list is much shorter than the one which accompanies the 1975 course outline.

The Individual Exercise

A major requirement in this course is the completion of a simple evaluation project selected by the individual student in an area of interest to him. So for example, the student may choose to evaluate a film being developed in the audio-visual center, another class in which he is enrolled, an innovative science approach used by a classroom teacher acquaintance, some aspect of a project on which he is an assistant, etc. The evaluation may be undertaken for either *formative* or *summative* purposes, i.e., for the sake of refinement/improvement or for the sake of assessing overall impact.

The selection of a particular project is a matter for negotiation not only between the student and the instructor but also between the student and the party or parties directly involved, affected by, or with a stake in the evaluation. *Full, informed consent* is a minimum condition, and the student will be expected to show that he has engaged in such negotiation to everyone's satisfaction.

It is expected that the classroom experiences of the first six weeks of the semester will provide the student with sufficient time and opportunity to select an evaluation topic and to complete whatever negotiations are necessary under the full, informed consent dictum. In addition, enough background about evaluation theory should have been absorbed to permit the construction of an initial proposal for the conduct of the proposed evaluation. Accordingly, such initial proposals will be due on October 10, in sufficient quantities so that every class member and the instructor may receive a copy. While the nature of the proposal will be left to the individual student to design, it should as a minimum provide the following information:

1. Evidence that appropriate negotiations for consent have been completed.
2. A brief description of the context within which the evaluation will take place.
3. A description of the entity to be evaluated: film, project, etc.
4. A statement about the purpose of the evaluation, stressing formative/summative distinctions.
5. A statement of the advance organizer that will be used: objectives, decisions, effects, concerns, etc.
6. Description of the kinds of information that will be sought, and the means for collecting, processing, and interpreting it.
7. Description of the reporting process including the audiences to whom reports will be made.

Chart of the Major Evaluation "Schools" Prepared for Presentation at the 1977 Meeting of the Evaluation Network

	Pre-1964		Post-1967				
Analysis Item			**Major "Schools"**				
Orientation (Advance Organizer)	*Objectives*		*Objectives*	*Decisions*	*Effects*	*Concerns and Issues*	*Critical Guideposts*
Major Proponents	Tyler	MERGENCE OF	Metfessel/Michael Popham Provus Rivilin	Stufflebeam Alkin	Scriven	Stake Wolf Rippey	Eisner
Definition	A process for determining congruence behaviors and objectives.		A process for comparing performance data with a desired standard.	A process of delineating, obtaining, and providing useful information for judging decision alternatives.	A process for comparing actual effects with a profile of demonstrated needs in education.	A process for judging merit as a function of the value positions held by relevant audiences.	A process for critically describing and appraising an entity through connoisseurship.
Guiding Paradigms	Scientific Method		Scientific Method	Decision-making process; scientific method	Criminology; hunting; logical analysis.	Court procedures; investigative journalism; ethnography.	Art Criticism
Design	Preordinate and explicit.		Preordinate and explicit.	Preordinate and explicit.	Preordinate and explicit.	Emergent and responsive.	Implicit (based on experience and training).

Methodology/ Procedures	Pre/post comparison of test scores or other appropriate indices of the the objectives.	D	Measurement and statistical analysis, often with experimental controls, in in terms of standards and often with reference to "needs."	Varies as function of decision type; includes needs assessment, advocate teams, process control techniques, case studies, and experiments.	Causal comparison of effects with needs; *modus operandi* analysis.	Naturalistic inquiry.	Implicit use of "refined perceptual apparatus."
Information Needed	Objectives; descriptions of outcomes.	I S S E N T	Objectives; performance data; antecedent and transaction data; standards.	Desriptions and judgments of contextual, design, implementation, and outcome variables in relation to known or needed decisions and their associated criteria.	*No* information on objectives; *all* effects; current needs.	Concerns and issues of relevant audiences; data relating to these.	Implicit in connoisseur's internalized "critical guideposts."
Audiences	Teachers; curriculum developers; students; parents.		Program managers and staff; funders; professionals.	All decision-makers, including staff, sponsors, clients, and professionals.	Sponsors; consumers.	Anyone affected by or involved with the entity being evaluated.	Teachers and others engaged in education.
Reporting	Technical report.		Technical report.	Technical report.	Technical report.	Portrayals; "trials."	Critical Reviews

The exercise will evolve during the remainder of the semester. Each student will be expected to report to the class at least twice during that nine week period, for the purpose of sharing problems and getting feedback and critique (a mutual learning experience).

A final report of the type that would be made to one or more of the designated audiences will be due at the end of the semester, December 12. If it should turn out that, in an individual case, the project cannot be completed by that date, a suitable progress report will be acceptable instead; however, such a contingency must be negotiated with the instructor at least two weeks in advance of the nominal due date.

It may also be the case that some students may wish to undertake a more massive project than can be conveniently completed within the semester term. Individual arrangements may be made with the instructor in such cases to deviate from the process described above, including the taking of an "Incomplete" at the end of the semester to allow time for completion.

Evaluation Models and Techniques (Fall 1975)

Purpose: The general purpose of this introductory course is to acquaint students with contemporary issues and models relevant to the evaluation of educational phenomena, ranging from classrooms to national social action projects. It is also intended to provide a broad overview of the ways in which evaluation theory has changed over the past few decades.

Objectives: The objectives for the course include:

1. Understanding of a variety of evaluation theories that have guided the evaluation practitioner in the past or are now under development.

2. Gaining acquaintance with some exemplary or prototypical evaluation efforts in the student's own field of interest.

3. Gaining some acquaintance with broad methodological areas relevant to evaluation.

4. Examining the role of educational evaluation in the context of the human, political, and social environment in which it occurs.

5. Nurturing the belief that better knowledge leads to better educational practice.

Class Requirements: To obtain full credit for the course the student must:

1. Attend classes and participate in class discussions.
2. Achieve a passing grade on the midterm and final examinations.
3. Write acceptable versions of two papers, viz.:

a. *Paper No. 1.* An assessment of the status of evaluation in the student's own field of interest, based on an examination of five prototypical evaluation studies taken from it. The paper should attempt a description of these evaluations and a judgment of their value.

b. *Paper No. 2.* A critique and redesign of one of the five evaluations reported on in Paper No. 1.

Access to Instructor: The instructor is willing to discuss any problems or deal with any questions on an individual basis. In general it will be best to arrange an appointment for this purpose. Please call 337-9637, or consult with the secretary in Room 102 of the H.L. Smith Center for Educational Research.

Reading Assignments

Coding

\# = Required reading.
FF = Fugitive File, Education Reading Room.
CBn = number of item on class bibliography.

I. Theories and Concepts of Evaluation.

A. Ralph W. Tyler.
- #1. _____, Excerpt from Syllabus for Education 360. FF
- #2. _____, Changing Concepts of Educational Evaluation, in CB1, pp. 13-18.

B. Metfessel, Newton S., and Michael, William B.
- #1. _____, A Paradigm for the Evaluation of the Effectiveness of School Programs, in Chapter 4, Text, pp. 269-279.

C. The Beginnings of the Conceptual Revolution.
- #1. Eisner, Elliott W., Instructional and Expressive Educational Objectives: Their Formulation and Use in Curriculum. FF

#2. Stake, Robert E., The Issues about Objectives. FF
#3. Cronbach, Lee J., Course Improvement Through Evaluation, in Chapter 3, Text, pp. 43-58.
#4. Scriven, Michael, The Methodology of Evaluation, in Chapter 3, Text, pp. 60-103.
#5. Guba, Egon G., The Failure of Educational Evaluation. FF

D. The Neo-Tylerian School of Evaluation.

#1. Hammond, Robert L., Evaluation at the Local Level, in Chapter 3, Text, pp. 157-169.
#2. Hammond, Robert L., Establishing Priorities for Information and Design Specifications for Evaluating Community Education Programs. FF
#3. Y535 Class, Spring, 1975, Revised Hammond Model. Class Handout.
4. Hammond, Robert L., Process of Implementing a Strategy for Evaluation, Chapter 8 in CB27, 242-268 but especially 242-245.
5. Hammond, Robert L., Program Description, Chapter II in Planning and Implementing Title III Evaluations. FF
#6. Stake, Robert E., The Countenance of Educational Evaluation, in Chapter 3, Text, pp. 106-124.
7. Stake, Robert E., Evaluation of Education Programs, Chapter 1 in CB1, pp. 1-12.
8. Stake, Robert E., A Research Rationale for EPIE. FF

D. Neo-Tylerian School of Evaluation, Concluded.

9. Provus, Malcolm W., Evaluation of On-Going Programs in the Public School System, in Chapter 3, Text, pp. 170-206.
#10. Provus, Malcolm W., Block W. Example. Class Handout.
#11. Guba, Egon G., Chart of the Five Stages of the DEM. Class Handout.
12. Provus, Malcolm W., CB24.
13. Provus, Malcolm W., Evaluation for Decision-Making, Choice and Value, in *Journal of Research and Development in Education*, 3 (Summer, 1970), pp. 1-12.
14. Evaluation Research Center, University of Virginia, Whitcomb College Simulation and Other Training Materials. See Egon Guba.

#15. Popham, W. James, Excerpts from Objectives and Instruction, In Chapter 4, Text, pp. 239-245.

#16. Popham, W. James, Instructional Objectives and Evaluation, Chapter 3 in CB23, pp. 45-75.

17. Popham, W. James, Measurement's Mission in Educational Evaluation, Chapter 4 in CB23, pp. 76-83.

18. Popham, W. James, Expanding Measurement Alternatives, Chapter 5 in CB23, pp. 84-103.

19. Popham, W. James, CB21.

E. The Decision-Oriented School of Evaluation.

#20. Stufflebeam, Daniel L., An Introduction to the PDK Book, Educational Evaluation and Decision-Making, in Chapter 3, Text, pp. 128-142.

#21. Stufflebeam, Daniel L., Module II: Evaluation According to Daniel L. Stufflebeam, in Chapter 2 in CB22, pp. 116-143.

22. Stufflebeam, Daniel L., Education Evaluation(Draft of an Unpublished Chapter for an Occupational Education Book). FF

23. Stufflebeam, Daniel L. et al., CB28, especially Chapters 1, 2, 3, and 7.

#24. Alkin, Marvin C., Excerpts from Evaluation Theory Development, in Chapter 3, Text, pp. 150-154.*

#25. Alkin, Marvin C., and Fitz-Gibbon, Carol T., Methods and Theories of Evaluating Programs, in *Journal of Research and Evaluation in Education*, 8 (Spring, 1975), 2-15.

(Editor's Note: Number 26 was omitted in original copy.)

F. Michael Scriven and Effects-Oriented Evaluation.

#27. _____, Prose and Cons about Goal Free Evaluation. FF

#28. _____, Goal Free Evaluation, Chapter 24 in CB16, pp. 319-328.

#29. Stufflebeam, Daniel L., Evaluation According to Michael Scriven, in Chapter 2 in CB22, pp. 98-115.

*A longer, more complete excerpt of Evaluation Theory Development may be found in CB35, pp. 105-117.

30. House, Ernest R., A Goal Free Evaluation for *Me and My Environment*. FF
31. Salasin, Susan, Exploring Goal Free Evaluation: An Interview with Michael Scriven. FF

G. The Responsive/Interactive School of Evaluation.

#32. Wolf, Robert L., The Application of Select Legal Concepts to Educational Evaluation, Chapter 1 of Dissertation of Same Name. FF See Egon Guba for complete dissertation. FF
#33. Levine, Murray, Scientific Method and the Adversary Model: Some Preliminary Thoughts. FF
#34. Owens, Thomas R., Educational Evaluation by Adversary Proceeding, Chapter 22 in CB16, pp. 295-305.
35. Wolf, Robert L., The Citizen as Jurist: A New Mode of Educational Evaluation. FF
#36. Stake, Robert E., Responsive Evaluation (12/5/72). FF
#37. Stake, Robert E., Responsive Evaluation: A Fresh Look for the Arts and Humanities in Measuring the Effectiveness of the Arts and Humanities in Education (AERA, 1974). FF A Revised version of this paper appears as Chapter 2 in CB27, pp. 13-32.
#38. Guba, Egon G. Chart Comparing Preordinate and Responsive Evaluation. Class Handout.
39. Stake, Robert E., and Gjerde, Craig, An Evaluation of TCITY, the Twin City Institute for Talented Youth, Chapter 4 in CB3, pp. 99-139.
40. Braskamp, Larry, and Morrison, Jack, An Interview with Robert Stake on Responsive Evaluation, Chapter 3 in CB27, pp. 33-40.

H. The Transactional School of Evaluation.

#41. Rippey, Robert M., Chapters 1 and 2 in CB25.
#42. Talmadge, Harriet, Evaluation of Local School/Community Programs: A Transactional Evaluation Approach, in *Journal of Research and Development in Education*, 8 (Spring, 1975), pp.32-41.

II. *The Practice of Evaluation.*

A. Methodology: General.

#1. PDK Study Commission, the Problem of the Research Model, in Chapter 1 in CB28, pp. 22-26.
#2. Scriven, Michael, Types of Evaluative Conclusions. Class Handout.

B. Methodology: Needs Assessment.

#1. Bode, Boyd H., The Concept of Needs. FF

#2. Popham, W. James, Educational Needs Assessment. FF

#3. Center for the Study of Evaluation, CSE Elementary School Kit: Needs Assessment, Boston, MA: Allyn and Bacon, 1973. Skim this lightly.

C. Methodology: Response Assessment.

#1. Braybrooke, David, and Lindbolm, Charles E., The Synoptic Conception of Problem Solving, Chapter 3 in CB9, pp. 37-60.

#2. Rinehard, Diane L., Methodology for Input Evaluation Utilizing Advocate and Design Teams: A Technical Manual. Skim this lightly. FF

#3. Cyphert, Frederick R., and Grant, Walter L., The Delphi Technique, Chapter 21 in CB16, pp. 291-294. Also appears in *Phi Delta Kappan*, 42 (January, 1971), 272-273.

#4. Weatherman, Richard, and Swenson, Karen, Delphi Technique, Chapter 5 in CB15, pp. 97-114.

D. Methodology: Progress Assessment.

#1. Program Evaluation and Review Technique, in CB5, pp. 290-293.

#2. Cook, Desmond L., An Introduction to PERT. FF

#3. Interviews, in CB5, pp. 214-217.

#4. Obsevation Techniques, in CB5, pp. 266-269.

#5. Unobtrusive Measures, in CB5, pp. 454-457.

E. Methodology: Outcome Assessment.

#1. Campbell, Donald T., and Stanley, Julian C., Experimental and Quasi-Experimental Designs for Research on Teaching, Chapter 5 in CB12, 171-246. Read pp. 171-176 carefully, and then skim the rest very lightly.

#2. Scriven, Michael, Maximizing the Power of Causal Investigations: The *Modus Operandi* Method, in Chapter 1 in CB22, pp. 68-93.

3. Ary, Donald, and Carlson, John A., A Flowchart for Campbell and Stanley Designs. FF

F. Methodology: The Retrospective or Accountability Mode.

#1. Alkin, Marvin C., Educational Program Auditing: Perspectives in the Future. FF

#2. Stufflebeam, Daniel L., The Use of Experimental Design in Educational Evaluation. FF
#3. Review Rinehard, II-C-2 above.
4. Campbell, Donald T., Reforms as Experiments, in CB35, pp. 187-223.

G. An Analytic Framework for the Evaluation of Evaluation.

#1. Scriven, Michael, An Introduction to Meta-Evaluation. FF
#2. Sanders, James, Meta-Evaluation Criteria for Designs, Plans, and Reports. FF
#3. Stufflebeam, Daniel L., Meta-Evaluation. FF
#4. Stufflebeam, Daniel L., An Administrative Checklist for Reviewing Evaluation Plans. Class Handout.

H. People and Social Press as Factors in Evaluation.

#1. Politics of Evaluation, in CB5, pp. 281-286.
#2. Guba, Egon G., Class Notes on Human Factors in Evaluation. Class Handout.
#3. Guba, Egon G., Class Notes on Political Factors in Evaluation. Class Handout.
#4. Brickell, Henry M., The Influence of External Political Factors on Role and Methodology of Evaluation. FF
#5. Weiss, Carol H., Where Politics and Evaluation Research Meet. FF
#6. House, Ernest R., The Conscience of Educational Evaluation, Chapter 10 in CB16, pp. 125-136.
#7. Glass, Gene V, A Paradox about Excellence of Schools and the People in Them. FF
#8. Guba, Egon G., Problems in the Utilization of Evaluation Results. FF

Class Schedule, Y 535, Fall, 1975

#	*Date*	*Class*	*Project*	*Examinations*
1	Aug. 25	Orientation and overview. Early history.	Initiate PROBE search.	
2	Sept. 1	Tyler, Metfessel and Michael.	Report PROBE Search.	

3	Sept. 8	Cronbach, Scriven, and the conceptual revolution.	Begin reading.	
4	Sept. 15	Hammond, Stake (Continued).	Begin Paper #1.	
5	Sept. 22	Provus, Popham.		
6	Sept. 29	Stufflebeam, Alkin.		
7	Oct. 6	Scriven, Wolf.		
8	Oct. 13	Stake, Rippey.		
9	Oct. 20	Midterm and summation.		Midterm.
10	Oct. 27	Midterm feedback, meta-evaluation.	Paper #1 due.	Midterm feedback.
11	Nov. 3	1st Paper feedback, methodology.	1st Paper feedback.	
12	Nov. 10	Methodology.	Begin Paper #2.	
13	Nov. 17	Development of an analytic framework.		
14.	Nov. 24	Conclude analytic framework, people.		
15	Dec. 1	Conclude people, social press.	Paper #2 due.	
16	Dec. 8	Feedback on 2nd Paper, final examination.		Final.

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(Fall 1975)

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2. American Educational Research Association, *Instructional Objectives*, AERA Monograph Series on Curriculum Evaluation, No. 3, Chicago, IL: Rand McNally, 1969. ERR

3. American Educational Research Association, *Four Evaluation Examples: Anthropological, Economic, Narrative, and Portrayal*, AERA Monograph Series on Curriculum Evaluation, No. 7, Chicago, IL: Rand McNally, 1974. ERR

4. Apple, Michael W., Subkoviak, Michael J., and Lufler, Henry S., *Educational Evaluation: Analysis and Responsibility*, Berkeley, CA: McCutchan Publishing Corporation, 1974. ERR

5. Anderson, Scarvia B. et al., *Encyclopedia of Educational Evaluation*, San Francisco, CA: Jossey-Bass Publishers, 1975. ML & ERR

6. Bloom, Benjamin S. et al., *Taxonomy of Educational Objectives*, New York, NY: Longmans Green and Company, 1954. ERR

7. Bloom, Benjamin S., Hastings, Thomas J., and Madaus, George F., *Handbook of Formative and Summative Evaluation of Student Learning*, New York: NY: McGraw-Hill Book Company, 1971. ERR

8. Borich, Gary D., *Evaluating Educational Programs and Products*, Educational Technology Publications, 1975. ERR

9. Braybrooke, David and Lindblom, Charles E., *Strategy of Decision*, New York; NY: The Free Press, 1963.

10. Campbell, Roald F., and Lorion, James E., *Performance Contracting in School Systems*, Columbus, OH: Charles E. Merrill Publishing Company. ERR

11. Cook, Desmond L., and Stoycheff, Peter A., Eds., *Educational Accomplishment Audit: Past, Present, and Future*, Proceedings of a National Symposium on Perspectives of Educational Accomplishment Auditing, Ohio State University, 1973.

12. Gage, N.L., Ed., *Handbook of Research on Teaching*, Chicago, IL: Rand McNally! 1963.

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14. Hayman, John L., and Napier, Rodney N., *Evaluation in the Schools: A Human Process for Renewal*, Monterey, CA: Brooks/Cole Publishing Company, 1975.

15. Hencley, Stephen P., and Yates, James R., *Futurism in Education*, Berkeley, CA: McCutchan Publishing Corporation, 1974.

16. House, Ernest R., *School Evaluation: The Politics and Process*, Berkeley, CA: McCutchan Publishing Corporation, 1974.

17. Isaac, Stephen, and Michael, William B., *Handbook in Research and Evaluation*, San Diego, CA: Robert R. Knapp Publishers, 1972.

18. Krathwohl, David R., et al., *Taxonomy of Educational Objectives, Handbook II, Affective Domain*, New York, NY: David McDay Co., Inc., 1964. ERR

19. Mager, Robert F., *Preparing Instructional Objectives*, Palo Alto, CA: Fearon Publishers, 1962.

20. National Center for Educational Statistics, *The Condition of Education*, Department of HEW, U.S. Government Printing Office, 1975.

21. Popham, W. James, An Evaluation Guidebook: *A Set of Practical Guidelines for the Educational Evaluator*, Los Angeles, CA: The Instructional Objectives Exchange, 1972. ERR

22. Popham, W. James, *Evaluation in Education*, Berkeley, Ca: McCutchan Publishing Corporation, 1974. ML & ERR

23. Popham, W. James, *Educational Evaluation*, Englewood Cliffs, NJ: Prentice-Hall, Inc., 1975. ERR

24. Provus, Malcolm, *Discrepancy Evaluation*, Berkeley, CA: McCutchan Publishing Corporation, 1971. ERR

25. Rippey, Robert M., *Studies in Transactional Evaluation*, Berkeley, CA: McCutchan Publishing Corporation, 1973.

26. Smith, E.R., and Tyler, R.W., *Appraising and Recording Student Progress*, New York, NY: Harper, 1942.

27. Stake, Robert E., *Evaluating the Arts in Education*, Columbus, OH: Charles E. Merrill Publishing Company, 1975. ERR

28. Stufflebeam, Daniel L., et al., *Educational Evaluation and Decision-Making*, Itasca, IL: F.E. Peacock Publishers, Inc., 1971. ERR

29. Suchman, Edward A., *Evaluative Research*, New York, NY: Russell Sage Foundation, 1967.

30. Taylor, Peter A., and Cowley, Doris M., *Readings in Curriculum Evaluation*, Dubuque, IA: William C. Brown Co., 1972. ML & ERR

31. Tyler, Ralph W., Ed., *Educational Evaluation: New Roles, New Means*, The Sixty-Eighth Yearbook of the National Society for the Study of Education, Part II, Chicago, IL: The University of Chicago Press, 1969. ERR

32. Tyler, Ralph W., and Wolf, Richard M., *Crucial Issues in Testing*, Berkeley, CA: McCutchan Publishing Corporation, 1974. ERR

33. UCLA Center for the Study of Evaluation, *Evaluation and Decision-Making: The Title VII Experience*, UCLA-CSE Monograph Series in Evaluation, No. 4, Los Angeles, CA: The Center, 1974.

34. Walberg, Herbert J., *Evaluating Educational Performance*, Berkeley, CA: McCutchan Publishing Corporation, 1974. ERR

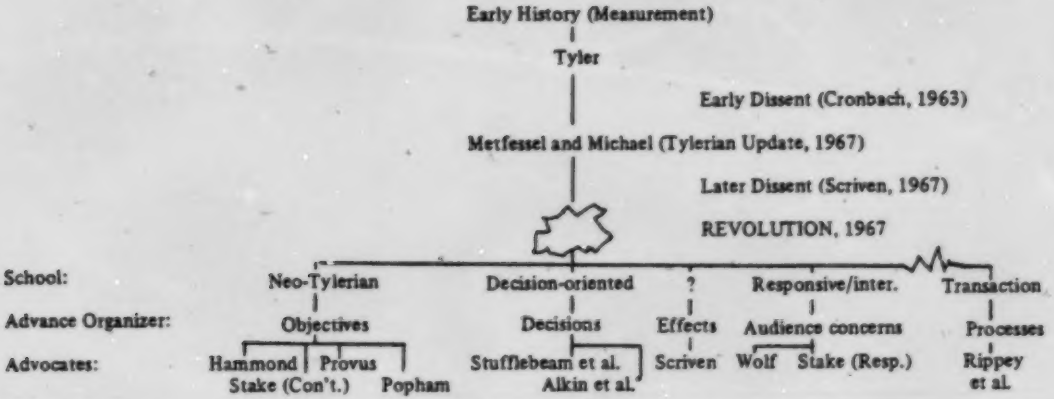
35. Weiss, Carol H., *Evaluating Action Programs*, Boston, MA: Allyn and Bacon, Inc., 1972. ML & ERR

*36. Worthen, Blaine R., and Sanders, James R., *Educational Evaluation: Theory and Practice*, Worthington, OH: Charles A. Jones Publishing Company, 1973.

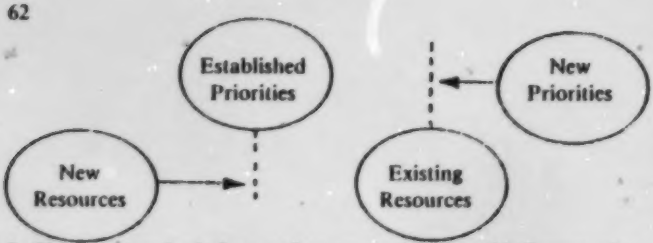
Evaluation and Politics

1. Politics may be defined as the art of exercising power in the competition for resources (means) and/or in the setting of priorities (ends). Politics may therefore take the form of enlisting new resources on behalf of established priorities and/or revising or setting new priorities for the use of existing resources.

*Textbook.



REPRESENTATION OF THE FIELD OF EVALUATION



2. There are two basic forms of power: authority and influence, viz.:

Authority	*Influence*
formal	informal
conferred	won
role focus	individual focus
legal	extra-legal
visible	invisible

3. The basic relation between evaluation and politics rests on the assumption that information is power, expressed by the equation

$$\text{Hence, } E \longrightarrow I = P.$$

4. In education we have been unused to thinking of any relationship between evaluation and politics except perhaps at the informal level. The only exception lies in the fact that an evaluator usually reports to *someone*, and that someone can presumably regulate the evaluation on a variety of dimensions including the political dimension. However, there now seems to be a trend toward more authority stemming from a variety of groups: parents, parity boards, the subjects themselves (as for example in the invasion of privacy issue), etc.

5. There are a variety of ways in which political forces can be brought to bear on evaluation, including:

a. The *definition* of evaluation employed. For example, power is more likely to be threatened (or altered or substituted for) when the evaluator uses the CIPP definition, which aims directly at influencing decisions. Power figures with particular axes to grind may be attracted by Scriven's goal-free analysis, which is more likely to focus on the side-effects of concern to them.

b. The *initial entre* into evaluation. Who is the client or the sponsor of the evaluation? How is the problem posed? Who funds it?

c. The *criteria* that are brought to bear, including of course also the criteria that are *not* brought to bear. What is seen to be worthy

depends on the criteria and decision rules that the client/sponsor/audience bring to bear.

d. The *variables* (characteristics, problems, issues, concerns, etc.) that are (or are not) selected for study. These variables will of course relate to the criteria.

e. The *design* that is imposed, including very definitely the possibility of multiple design, and/or the improbability of an overall design.

f. The *techniques* that may be used (instruments, data-collection modes, nature of the data collectors, the analytic modes, etc.).

g. The *sources of data* that may or may not be tapped (or that will be made accessible).

h. The *reports* that are issued, their nature, the nature of the eligible recipients, the uses that may be made of them, etc.

6. Other factors:

a. There is a question of how political factors may be differentiated from human factors, with which they apparently overlap. Proposal: Power is used by individuals to obviate human factor concerns, as well as other factor concerns.

b. Some questions seem to be especially useful in assessing the extent to which a given evaluation may invite political intervention.

1) Will the evaluation upset an existing *balance* of power?

2) Will the target of the evaluation itself be a source or means of power?

3) Will the evaluation introduce a new source of power?

4) Will the evaluation impinge on any interest group?

5) Will the information produced by the evaluation be helpful in any given power encounter, e.g., to a lobby?

6) Are there differences from cell to cell (general matrix) in the ways in which authority (formal power) and influence (informal power) are brought to bear?

ITEMS RECEIVED FROM THOMAS HASTINGS
University of Illinois

About Educational Psychology

Text: Ernest R. House (Ed.). *School Evaluation: The Politics and Process.* Berkeley, California: McCutchan Publishing Corporation, 1973.

Course Purpose and Objectives

The general purpose of this course is to acquaint educators with contemporary issues, models, and projects for evaluating socioeducational programs, curriculum projects, instruction, et cetera. More specifically, the major objectives of this course are

1. to develop an understanding of evaluative concepts, models, and particularly contemporary issues
2. to discuss and evaluate rationales for evaluation
3. to consider instruments and procedures for evaluation
4. to expose and discuss some important issues in evaluation
5. to examine the role of educational evaluation in the context of social change (including ethical and professional aspects)
6. to nurture the belief that better knowledge leads to better practice

Teaching-Learning Experiences

Readings

The basic method of instruction in this graduate course is reading. The readings assigned provide the factual information and background essential for understanding and analyzing the main points to be discussed. Each student will have a project under the direction of the instructor to increase his/her practical experience.

There are two types of readings: basic and those for the soul. It is anticipated that each student will read the selections classified as basic unless he/she decides to substitute cómparable materials. The basic readings will provide a common core of information for class discussions.

A number of assigned readings are in the text. Other reading materials are in the Education and Social Sciences Library, 100 Library, or in its stacks. Loan materials of a limited number of items are available from the instructor. There are some materials — completed projects, evaluation reports, reprints of articles — in 270 Education; and they may be used *in* 270-260 Education. Special permission will be required to take them out of the office.

Grades

The grade given each student will indicate Hasting's best judgment (with advice from Stake and Terwilliger) of how ready he/she is to assume responsibility for the evaluation of educational programs. It depends on understanding of what the course has covered, experience in educational programs, intellectual skills, and personality — all wrapped into a single grade.

The letters of recommendation the instructors may write for a student result in a more thorough and particularized assessment than the grade. And the value of the result will not correlate perfectly — for some students will have a high general readiness and competence but not be as good for a particular responsibility or position as a person graded lower. Thus, the letters of recommendation might be thought of as the more important grade.

In the past the projects have been the primary information source for assigning a grade. Persons getting poor grades have often been those who took on a good project but failed to relate it to the issues and concepts highlighted in the course.

Class Sessions

The methods of instruction during the class sessions (8-10 a.m. Tuesdays) will vary somewhat depending upon the information being covered. It is expected that as many as three different types of persons will participate actively in the instructional process. They are the faculty members responsible for the course, some outside resource people, and class members. It is anticipated that there will be formal presentations by the instructors as well as informal class discussion and analysis of the subject matter of the course. Students seeking assistance should make an appointment with one of the instructors.

(Hastings and Stake, 3-3770; Terwilliger, 3-2246; or a message at 3-2245.)

Tentative Schedule

January 18	Name cards/approaches sheet/reading list. Overview of course/definition of evaluation vs. research/discussion of project. CIRCE Attitude Scale. Use of Human Subjects in Research. Start history of evaluation.
January 25	Hypothetical evaluation/social studies interpersonal Project discussion
February 1	Approach 1, blue-ribbon panel. Approach 2, transaction observation.
February 8	Approach 3, case-study approach. Approach 4, goal-free vs. preordinate.
February 15	Needs Assessment, Student Ratings, *et cetera*. Start project — several examples.
February 22	Planning continued.
March 1	Issues
March 8	Issues
March 22	Issues; some projects discussed in class.
March 29	Policy decision making.
April 5	Written Assignment
April 12	
April 19	

April 26

May 3 Hand in projects.

These are the "main" events.

Issues

Reactiveness to evaluation.
Unintended outcomes (students, teachers, parents) (relationships).
Ownership of evaluation reports.
Bias in evaluation (co-opted evaluators).
The ethical uses of persons.
Comparisons evaluation vs. noncomparison.
Research and generalization.
Timelines of reporting.
Preordinate vs. responsive.
Evaluation of innovations: promises vs. performances.
Obtrusiveness of evaluation.
Confidentiality.
Anonymity.
Recommendations or no recommendation.
Improper interpretations and uses of evaluation findings.
Consensus in a pluralistic society.
Handbook of Evaluation Research. Marcia Guttentag. Testing/classifying/sorting/controls — long periods, 2-3-5 years.
Evaluation Studies Review Annual, Gene V Glass.
Cronback — Generalizability article.
House — Justice in Evaluation.
Scriven — Evaluation Bias and its Control.

Some Statements about Individual Projects

Each student is required to do a project involving evaluation and/or evaluation design. The purpose is for the student to acquire some experience in utilizing the ideas from readings, lectures, and discussions. The project can be one of two types:

1. An actual evaluation of some educational endeavor.
2. An evaluation design for some real or hypothetical educational endeavor — large program, course, curriculum, et cetera.

It is expected that each paper will be approximately 15-20 double-spaced typed pages or the equivalent in length. Most students will find it desirable to include the following sections or characteristics:

a. An introduction briefly describing the object of the evaluation and its setting and the audience(s) which will get the report(s).

b. The evaluation design will be fairly broad in scope as opposed to a narrow one-shot activity. If project type 1 is chosen, the actual evaluation may be a small part of the total design.

c. There should be an indication of the priorities in the evaluation, i.e., if funds or other resources were cut back, which elements would be retained.

d. A short section on estimated cost and time.

e. A short section giving the rationale for the design i.e., why *this* strategy, *this* data-collection technique, et cetera.

f. A brief section on the original negotiation for the evaluation contract would help.

The instructors will expect to check with you now and then outside of class on your progress.

Finished projects will be due no later than the final class session, May 3.

Reading Assignments

The following readings are "required" for the course although there are many other readings which you are invited to browse. The general order of these readings has a logic to it, but there can be alterations.

In Taylor and Cowley: Chapter 3 — Alkin, Chapter 2 — Cronback, Chapter 5 — Scriven, Chapter 13 — Stake. (The foregoing give many of the issues and some of the solutions for a period roughly spanning 1955-1968, when the educational context was, first, national curricula and, second, social-educational programs.)

In House: Chapter 1 — Lortie (This chapter gets at some of the large issues continuing in education.), Chapter 10 — House (A chapter with issues and questions relevant to most evaluations.), Chapter 8 — Carter (The day you start evaluating you will appreciate having read this.), Chapter 16 — Stake (This speaks to measurement issues

which many are beginning to see.), Chapter 3 — Hoke (The idea of needs assessment is one of those universals in evalution.).

Special readings for the "approaches" session — if we are on schedule!

Approach 1: House, Rivers, and Stufflebeam. "An Assessment of the Michigan Accountability System," *Phi Delta Kappan*, LV, No. 10, June 1974.

Approach 2: *AERA Monograph Series on Curriculum Evaluation*, No. 6 Gallagher, Nuthall, Rosenshine, 1974. (on reverse)

Approach 3: NSF proposal.

Approach 4: Scriven, Michael. Chapter 24 in House, *School Evaluation: The Politics and Process.*

Additonal Readings

Centre of Applied Research in Education. *Safari: Innovation Evaluation Research and the Problem of Control.* November 1974.

Cooley, William W., and Paul R. Lohnes. *Evaluation Research in Education.* Irvington Publishers, Inc., 1976.

Gronlund, Norman E. *Preparing Criterion-Referenced Tests for Classroom Instruction.* The MacMillan Company, New York, 1973.

IEA. *The National Case Study: An Empirical Comparative Study of Twenty-One Educational Systems.* John Wiley and Sons, 1976.

OECD. *Case Studies in the Evaluation of Educational Programmes.*

OECD. *Evaluating Educational Programmes: The Need and the Response.*

Stake, Robert. *Evaluating the Arts in Education.* Charles E. Merrill Publishing Co., 1975.

ITEMS RECEIVED FROM ERNEST HOUSE
University of Illinois

Evaluation and Administrative Decision Making

Date	*Topics*
August 29	The Evaluation Models
Labor Day	No class.
September 12	Assumptions of the Models; Evaluation and Decision Making.
September 19	Council on Program Evaluation (COPE) (Professional Evalution).
September 26	Follow Through
October 3	Evaluation in Britain; Federal Policy
October 10	Systems Analysis Model; Approaches to Decision Making
October 17	The Behavioral Objectives Model: Michigan; Accountability; State Evaluation Policy
October 24	The Decision Maker Model; The Illinois Gifted Evaluation
October 31	Evaluation as Persuasion
November 7	Goal Free Model
November 14	Garbage Can Approach to Decision Making; Open
November 21	Politics of Evaluation
November 28	Transactional Model
December 5	Evaluation Negotiations and Contracts
December 12	Adversary Model

Other possible topics: evaluation of teachers and administrators.

General References

Ernest R. House (Ed.) *School Evaluation: The politics and the Process*, McCutcheon Publishing Corp., Berkeley, California, 1973.

Mary Anne Bunde, *Evaluation Bibliography*, Evaluation Center, Western Michigan University, November 1976.

Gene V Glass, *Evaluation Studies Review Annual*, Sage, Beverley Hills, 1976.

Robert E. Stake, *Evaluating Educational Programmes* and *Case Studies in the Evaluation of Educational Programs*, OECD, 1976.

Due December 12: A ten- to twenty-page paper on evaluation and decision making.

Readings

August 29 — *The Evaluation Models* — Primary: House, "Assumptions Underlying Evaluation Models" (mimeo). Supplemental: House, "Justice in Evaluation" mimeo and in Glass, *Evaluation Studies*.

September 12 — *Evaluation and Decision Making* — Primary: Prologue and Part I in *School Evaluation*. Includes Lortie "Rational Decision Making: Is it Possible Today?"; Erlandson "Evaluation and an Administrator's Autonomy"; Hoke, "An Evaluation Needs Assessment"; Kelly "Can Evaluation Be Used to Cut Costs". Supplemental: Alkin et al., *Evaluation and Decision Making: the Title VII Experience*, Center for the Study of Evaluation, UCLA, Monograph #4.

September 19 — *Council on Program Evaluation (COPE)* — Primary: Handouts from Richard Smock. Supplemental: University of North Carolina questionnaires for evaluating teacher education programs (mimeo); National Study of Secondary School Evaluation, *Evaluative Criteria*, fourth edition, Washington, D.C., National Study; Evaluation Standards and Guidelines (mimeo); Paul L. Dressel, *Handbook of Academic Evaluation*, "Institutional Self-Study," pp. 401-449, Jossey-Bass, 1976; Illinois Office of Education Accreditations Guidelines; Criteria and standards of any professional association.

September 26 — *Follow Through Evaluation* — Primary: House, Glass, McLean, and Walker, *No Simple Answer: Critique of the Follow Through Evaluation*,

September 1977, 50 pages. Supplemental: R. Anderson et al., "Digest" in *Education as Experimentation: A Planned Variation Model*, Vol. IV-A, April 1977.

October 3

(a) *Evaluation and Decision Making in Britain* — Primary: MacDonald "Briefing Decision Makers" in *School Evaluation*, Chapter 15; The UNCAL Evaluation of Computer Assisted Learning," in Stake, *Case Studies in the Evaluation of Educational Programmes.*

(b) *Federal Evaluation Policy* — Supplemental: McLaughlin *Evaluation and Reform*, Ballinger, 1975; House, "Evaluation as Scientific Management" (mimeo).

October 10

(a) *Systems Analysis Model* — Primary: Hartley, "PPBS and an Analysis of Cost Effectiveness," Chapter 17 in *School Evaluation*; Burnham, "Systems Evaluation and Goal Disagreement," Chapter 18 in *School Evaluation*; Stake, "Measuring What Learners Learn," Chapter 16 in *School Evaluation*. Supplemental: Rivlin, *Systematic Thinking for Social Action*, Brookings, 1971.

(b) *Approaches to Decision Making* — Supplemental: Peterson, *School Politics — Chicago Style*, University of Chicago, 1976; Allison, *Essence of Decision*, Little, Brown, 1971.

October 17

(a) *Michigan Accountability* — Primary: Kearney and Huyser, "The Politics of Reporting Results," Chapter 5 in *School Evaluation*; Read, "The Assessment of the Michigan Assessment," Chapter 6 in *School Evaluation*; House, Rivers and Stufflebeam, "An Assessment of the Michigan Accountability System," *Phi Delta Kappan*, June 1974. Supplemental: Kearney, Donovan, Fisher, "In Defense of Michigan Accountability," *Phi Delta Kappan*, September 1974; "The Michigan Educational Assessment Program" in Stake, *Case Studies in the Evaluation of Educational Programmes*, OECD.

(b) *State Evaluation Policy* — Primary: Kerin's, "Accountability and the State," Chapter 7 in *School Evaluation.*

October 24 (a) *Decision Maker Model* — Primary: Chapter 2 and 3 in Stufflebeam et al., *Educational Evaluation and Decision Making*, Peacock, 1971; *or* Stufflebeam, "An Introduction to the PDK Book" in Worthen and Sanders, *Educational Evaluation*, 1973.

(b) *Illinois Gifted Evaluation* — Primary: House, Steele and Kerins, *Educating the Talented*, mimeo, 1971. Supplemental: "Case Study of the Evaluation of the Illinois' Program for Gifted Children," in Stake, *Case Studies in the Evaluation of Educational Programmes*, OECD; Thirteen reports of Illinois Gifted Evaluation.

October 31 *Evaluation as Persuasion* — Primary: House, "The Logic of Evaluative Argument," CSE monograph, 1977; Glass, "Educational Product Evaluation" in CSE monograph and *Educational Research*, January 1972; Scriven, "Educational Product Reevaluation" in CSF monograph and Educational Researcher, May 1972.

November 7 *Goal Free Evaluation* — Primary: Scriven, "Goal Free Evaluation," Chapter 24 in *School Evaluation*; House and Hogben, "A Goal Free Evaluation for Me and My Environment," mimeo. Supplemental: Scriven, "Pros and Cons about Goal-free Evaluation" in Evaluation Comment, December 1972; Scriven, "Bias Control in Evaluation" in Glass, *Evaluation Studies*, Review Annual, 1976; Scriven, "Bias Control Systems" (tape).

November 14 *Garbage Can Approach to Decision Making* — Supplemental: Chapters 1-5 in March and Cohen, *Ambiguity and Choice in Organizations*.

November 21 *Politics of Evaluation* — Primary: Carter, "Clients' Resistance to Negative Findings"; Cohen, "Politics and Research"; House, "Conscience of Educational Evaluation," Chapters 8, 9, 10 in *School Evaluation*; Stroufe, "Evaluation and Politics" in *The Politics of Education*, 77th NSSE Yearbook, 1977. Supplemental: Brickell, "The Influence of External Political Factors on the Role and Methodology of Evaluation," in *Evaluation Comment*, December 1976.

November 28 *Transactional Evaluation* — Primary: Stake, "Program Evaluation, Particularly Responsive Evaluation," Western Michigan Occasional, Paper #5, November 1975; MacDonald, "Evaluation and the Control of Education," in *SAFARI* Paper #1; Parlett and Hamilton, "Evaluation as Illumination" in Glass, *Evaluation Studies*; Smith, "Education, Technology, and The Rural Highlands," in AERA Monograph series #7, 1974; Stake and Gjerde, "An Evaluation of T City," AERA Monograph #7, also in mimeo.

ITEMS RECEIVED FROM W. JAMES POPHAM University of California-Los Angeles

Evaluation of Curriculum And Instruction

Instructor: W. James Popham

Office: 226 Moore Hall

Office Hours: 4-6 Mondays; others by appointment

Texts: Popham, W. J. *Educational Evaluation*; Popham W. J. *An Evaluation Guidebook* (distributed to you by instructor).

General Goal: To provide students with a set of competencies which will be of utility in evaluating the worth of curricular and instructional decisions.

Specific Objectives: At the conclusion of the course the student will be able to:

1. Given a hypothetical evaluation task, e.g., an assignment as evaluation consultant for a Title III project, formulate a written description of procedures to be followed in conducting the assignment. Major decisions should be consonant with recommended evaluation procedures as explicated in class and in the course texts.
2. Given real or fictitious descriptions of evaluation studies, identify deficient practices and recommend appropriate improvements.
3. Describe the major elements of current evaluation models treated in class, e.g., the CIPP Model, and be able to classify descriptions of such models in action according to a four category descriptive scheme presented in class.
4. a) describe in writing the following phrases and b) given situations which call for the use of any of these terms or operations, elect the one(s) applicable:

formative evaluation
summative evaluation
construct validity
discrimination indices

educational needs assessment
teaching performance test
criterion-related validity
criterion-referenced measurement
test item equivalence
student minimum levels
Omega squared
cluster sampling
internal consistency reliability
descriptive validity
functional validity
goal-free evaluation
norm-referenced measurement
stability estimates of reliability
equivalence estimates of reliability
matrix sampling
instructional objective
affective
cognitive
psychomotor
content generality
class minimum levels
confidence intervals
stratified random sampling
content validity
domain-selection validity
random sampling
adversary evaluation strategies

5. Generate a variety of observable behavior indices for assessing attainment of a nonoperationally stated general goal in either the cognitive or affective domain.

6. Describe procedures to be used in contrasting comparable instructional programs with both dissimilar and overlapping objectives.

7. Describe step-by-step procedures for gathering evaluative data via any of the sampling procedures treated in class, then indicate whether a series of statements are accurate regarding the advantages, disadvantages, and applications of the various sampling schemes.

8. Distinguish among data-gathering designs which should be used in hypothetical situations involving summative and/or formative evaluation.

9. Describe both sides of arguments regarding current controversies in the field of evaluation e.g., mandated accountability laws, goal-free evaluation, the ethics of surreptitious observation, the value of standardized achievement tests, the utility of adversary evaluation models, identifying major strengths and weaknesses of opposing position.

10. Given a general evaluation problem, describe step-by-step procedures for arriving at the cost of various decision alternatives.

11. Given various schemes generally used to evaluate teaching, correctly match either strengths or weaknesses with each scheme.

12. Describe the prominent factors to be considered in preparing an evalution report.

Course Requirements

1. Assigned readings in texts and journals.

2. Conduct and write-up of small-scale educational evaluation or preparation of an exemplary *mock evaluation report* (due June 6).

3. Final examination covering all course objectives (June 13).

NOTE: May 30 is an academic holiday.

Selected Bibliography

AERA Monograph Series on Curriculum Evaluation, American Educational Research Association, Washington, D.C.

AERA, APA, NCME *Standards for Educational and Psychological Tests and Manuals*, Washington, D.C., 1967.

Alkin, M.C., et al., *Evaluation and Decision-Making: The Title VII Experience*, Center for the Study of Evaluation, UCLA, Los Angeles, 1974.

ASCD, NEA, *Improving Educational Assessment and An Inventory of Measures of Affective Behavior*, Washington, D.C., 1969.

Atkin, J.M. Some Evaluation Problems in a Course Content Improvement Project, *Journal of Research in Science Teaching, 1*, 1963, pp. 129-132.

Bloom, B.S., et al., Handbook on Formative and Summative *Evaluation of Student Learning*, McGraw-Hill, New York, 1971.

Brown, Frederick G. *Measurement and Evaluation*. Peacock Publishers, Itasca, Ill., 1971.

Cronback, L.J. "Course Improvement Through Evaluation." *Teachers College Record, 64*, 1963, pp. 672-683.

Gagne, Robert M. "Educational Objectives and Human Performance," *Learning and the Educational Prowess*. Rand McNally, Chicago: 1965.

Glaser, R.L. "Instructional Technology and the Measurement of Learning Outcomes: Some Question," *American Psychologist*, 18, 1963. pp. 519-521.

Gronlund, Norman E. (Ed.) *Readings in Measurement and Evaluation*. The MacMillan Company, New York, 1968.

Hastings, J.T. "Curriculum Evaluation: The Why of the Outcomes," *Journal of Educational Measurement, 3*, 1966, pp. 27-32.

McNeil, John D. *Toward Accountable Teachers*. Holt, Rinehart, Winston, New York, 1971.

Payne, David A. *The Specification and Measurement of Learning Outcomes*. Blaisdell, 1963.

Popham, W.J. *An Evaluation Guidebook*. Los Angeles, The Instructional Objectives Exchange, 1972.

Popham, W.J. *Evaluation Instruction*. Englewood Cliffs, N.J. Prentice-Hall, Inc., 1973.

Popham, W.J. (Ed.) *Evaluation in Education: Current Applications*. McCutchan, Berkeley, Calif., 1974.

Sanders, N.M. *Classroom Questions: What Kinds?* New York, Harper & Row, 1966.

Sawin, E.I. *Evaluation and the Work of the Teacher.* Wadsworth, Belmont, 1969.

Stake, Robert E. "The Countenance of Educational Evaluation," *Teachers College Record, 68,* April 1967, pp. 523-540.

Stufflebeam D. and Others. *Educational Evaluation and Decision Making.* Peacock Publishers, 1971.

Tyler, Ralph W. (Ed.) *Educational Evaluation: New Roles, New Means.* Exity-eighth Yearbook of the National Society for the Study of Education, Part II. Chicago: University of Chicago Press, 1969, pp. 409.

Webb, E.J. and Others. *Unobtrusive Measures.* Rand McNally and Company, Chicago, 1966.

Wittrock, M.C., Wiley, D.E. *The Evaluation of Instruction, Issues and Problems.* Holt, Rinehart and Winston, New York, 1970.

Worthen, Blaine R. and Sanders, James R. *Educational Evaluation: Theory and Practice.* Charles A. Jones Publishing Co., Worthington, Ohio, 1973.

ITEMS RECEIVED FROM JAMES R. SANDERS
Western Michigan University

Introduction To Evaluation 1977

Class Period	*Topic*	*Reading*
1	Nature of Disciplined Inquiry; What is Evaluation; Research vs. Evaluation; Current Scene in Evaluation (people, places, organizations, books, journals, etc.)	Worthen & Sanders pp. 1-39
2	Conceptual Frameworks for Evaluation: Judgmental Approaches (Scriven, Stake, Professional Judgment)	Worthen & Sanders pp. 40-127
3	Conceptual Frameworks for Evaluation: Decision-Management Approaches (CIPP, CSE-Alkin)	Worthen & Sanders pp. 128-155
4	Conceptual Frameworks for Evaluation: Objectives-based Approaches (Tyler, Hammond, Provus)	Worthen & Sanders pp. 156-217
5	Emerging Conceptual Frameworks for Evaluation (Adversary-Advocate, Responsive, Transactional, GPE)	Handouts by Owens, Stake, Rippey, Scriven et. al.
6	General Guidelines for Planning Evaluation Studies; Worksheet and Management Strategies; Applied Problem Solving.	Single page handouts; Sanders & McClellan Workbook
7	Technical Skill Development: Data Gathering Methods — Sampling, Questionnaires, and Interviews, Systematic Obser-	Worthen & Sanders, pp. 268-299 Handouts by Sanders, Sanders, Sanders & Murray

	vation, Testing (NRT, CRT, DRT, ORT), and Assessment.	Single page handouts
8	Technical Skill Development: Data Analysis and Reporting Methods — Association of analysis technique with evaluative question and data characteristics.	Single page handouts, Markle Report
9	Evaluation of Selected Objects: Curriculum Materials, Curriculum Organization	CMAS, Scriven checklist, fugitive checklists; single page handouts
10	Evaluation of Selected Objects: Instructional Programs	In class case study analyses
11	Evaluation of Selected Objects: School Personnel	Handouts — R. Campbell; Gephart, Ingle, and Potter; Terwilliger
12	Evaluation of Selected Objects: Student Performance	
13	Organizing for Evaluation: External and Internal Evaluation	Handouts by Stufflebeam; Stufflebeam & Guba
14	Standards for Evaluation; Meta-Evaluation; applied critique of an evaluation	Stufflebeam, Scriven, Sanders & Nafziger, Joint Committee
15	Where do we go from here in Evaluation?	

Term Papers

1. Design for the evaluation of some object related to student's experience or specialization area.

2. Meta-evaluation of a completed evaluation.

ITEMS RECEIVED FROM ROBERT STAKE
University of Illinois

Theory of Educational Evaluation

Week	*Topic*	*Basic Readings*	*Other Readings & Prod. Examination*
Jan. 24	Orientation: the meanings of evaluation		
Jan. 31	Alternative approaches to program evaluation	Stake's "methods of evaluation	*Scriven's* "methodology" **Russell's* Good life
Feb. 7	Traditional emphasis on testing	*Bloom* et al., Handbook pp. 5-40	*Stufflebeam;* Tyler, National Assessment Boxes 3, 4
Feb. 14	A responsive approach	Stake's "countenance" Stake's "responsive"	Stake-Gjerde's *TCITY,* *Eisley
Feb. 21	An experimental approach	Anderson's "comparative field"	Campbell's "reform"; Light-Smith, **Lortie*
Feb. 28	Case studies; Portrayal	Walker's "case study ethics"	Parlett-Hamilton; Kemmis, *Schatzman-Strauss*
March 7	Accountability; State assessment programs	Walsh's "Michigan Assessment" House et al. "Michigan Assessment"	*Read; Kearney-Huyser,* Cohen-Murphy

March 14	Generalizability; the nature of evidence	Cronbach's "course improvement", "Cronbach's "beyond two disciplines"	Wardrop Trankell; Wolf, **Koestler*
March 21	Accreditation; self-study	Dressel's "self-study"	Accreditation Boxes 6, 7, **Brauner*
April 4	Evaluating learning	Stake's "measuring what"	Hasting's "evaluating change"; Ebel, *Bereiter; *CAM* box 11; 10X box 5
April 11	Evaluating instruction	Gallagher's "TCS classification"	*Baker; CEQ* box 10; EPIE boxes 8, 9, *Small; Smith-Pohland
April 18	Evaluating contexts	Lundren's "frame factors"	Thomas's "cost-benefit"; Cohen; Pace, *C.P. Snow, Maehr; *Williams
April 25	Written examination		
May 2	Reconnoitering: the state of the art	MacDonald's "control"	*Moynihan

Projects:
1 Implicit goals
2 Chapter quiz
3 Textbook analaysis
4 Scaling project
5 Consultant role play
6 Case study
7 Your own choice
* = items for the soul
italics = items in book

Nine Approaches to Educational Evaluation

Approach	Purpose	Key Elements	Purview Emphasized	Protagonists (see ref.)	Cases, Examples	Risks	Payoffs
Student Gain Testing	to measure student performance and progress	goal statements; test score analysis; discrepancy between goal and actuality	Educational Psychologists	Ralph Tyler Ben Bloom Jim Popham Mal Provus	Steele Womer Lindvall-Cox Husen	oversimplify educ'l aims; ignore processes	emphasize, ascertain student progress
Institutional Self-study Staff	to review and increase staff effectiveness	committee work; standards set by staff; discussion; professionalism	Professors, Teachers	National Study of Evaluation Dressel	Boersma-Plawecki Knoll-Brown Carpenter	alienate some staff; ignore values of outsiders	increase staff awareness, sense of responsibility
Blue-Ribbon Panel	to resolve crises and preserve the institution	prestigious panel; the visit; review of existing data and documents	Leading Citizens	James Conant Clark Kerr David Henry	Flexner Havinghurst House et al. Plowden	postpone action; over-rely on intuition	gather best insights, judgment

Transaction-Reservation	to provide understanding of activities and values	educational issues; classroom observa-; tion; case studies; pluralism	Client, Audience	Lou Smith Parlett-Hamilton Bob Rippey Bob Stake	MacDonald Smith-Pohland Parlett Lundgren	over-rely on subjective perceptions; ignore causes	produce broad picture of program; see conflict in values
Management analysis	to increase rationality in day to day decisions	list of options; estimates; feedback loops; cost, efficiency	Managers, Economists	Leon Lessinger Dan Stufflebeam Marv Alkin Alan Thomas	Kraft Doughty-Stakenas Hemphill	over-value efficiency; under-value implicits	feedback for decision making
Instructional Research	to generate explanations and tactics of instruction	controlled conditions, multivariate analysis; bases for generalization	Experimentalists	Lee Cronback Julian Stanley Don Campbell	Anderson, R. Pella Zdep-Joyce Taba	artificial conditions; ignore the humanistic	new principles of teaching and materials development
Social Policy Analysis	to aid development of institutional policies	measures of social conditions and administrative implementation	Sociologists	James Coleman David Cohen Carol Weiss Mosteller-Moynihan	Coleman Jencks Levitan Trankell	neglect of educational issues, details	social choices, constraints clarified

Goal-Free Evaluation	to assess effects of program	ignore proponent claims, follow checklist	Consumers; Accountants	Michael Scriven	House-Hogben	over-value documents and record keeping	data on effect with little co-option
Adversary Evaluation	to resolve a two-option choice	opposing advocates, cross-examination, the jury	Expert; Juristic	Tom Owens Murray Levine Bob Wolf	Owens Stake-Gjerde Reinhard	personalistic, superficial, time-bound	info impact good; claims put to test

Of course these descriptive tags are a great over-simplication. The approaches overlap. Different proponents and different users have different styles. Each protagonist recognizes one approach is not ideal for all purposes. Any one study may include several approaches. The grid is an over-simplification. It is intended to show some typical, gross differences between contemporary evaluation activities.

Syllabus (Fall, 1975)

This syllabus provides a description of the general plan for this course. Aspects of this plan will no doubt change as we progress through the course, but the plan should be useful to guide both efforts of the instructors and the students.

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The general purpose of this course is to acquaint educators with contemporary issues, models, and projects for evaluating socio-educational programs. More specifically, the major objectives of this course are:

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There are two types of readings: basic and those for the soul. It is anticipated that each student will read the selections classified as basic unless he decides to substitute comparable materials. The basic readings will provide a common core of information for class discussions.

The reading materials are mostly library holdings. A manuscript prepared for OECD will be provided each student to provide readily available materials related to important topics to be discussed in this

course. It is expected that during the course you will acquire additional materials to add to your professional library.

Most bibliographic references for this course will be found in the Education and Social Sciences Library, 100 Library, or in its stacks. Copies of all basic readings for the course are available on two-hour reserve in 100 Library. Handouts of reprints will be distributed on occasion by the instructor. Loan materials (a limited number) are available from the instructor.

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In the past the projects have been the primary information source for assigning a grade. Persons getting poor grades have often been those who took on a good project but failed to relate it to the issues and concepts highlighted in the course.

Class Sessions

The methods of instruction during the class sessions (on Saturday 10-12 a.m.) will vary somewhat depending upon the information being covered. It is expected that as many as three different types of persons will participate actively in the instructional process. They are the faculty members responsible for the course, outside resource people, and class members. It is anticipated that there will be formal presentations by the instructor as well as informal class discussion and analysis of the subject matter of the course. Students seeking assistance from the faculty instructors should make an appointment

with us. (Robert Stake, 270 Education, 333-3771 or Judy Dawson, 1205 West Oregon, 333-1179.)

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Course Project

Each of you should do two of the indicated evaluation course projects or the equivalent in practical work. The purpose of this assignment is to give you practical experience in using the ideas and language of contemporary evaluation in the context of your interests and professional experience.

A report on each, and any products developed or data gathered, should be turned in by May 15 in order to complete the work within regular time. Many students choose to take an EXCUSED grade in the course, and continue working. That is okay with me, though you should let me know. The University expects you to finish within eight weeks of the following term.

The reports should be brief and to the point. The major work on the project should be "doing something" — not on writing the reports. Sometimes it is useful to write a "cover letter" to me to accompany the report and to explain your purpose, your method, or other special information.

The list of suggested projects is on your assignment sheet. For each project there is a sheet stating brief detail of what is expected. You may want to extend any one project as the sheet suggests or follow your own inclinations. In such a case you prbably will want to do only one project rather than two. You may do a single project on a topic entirely of your own choosing. You may work with other class members on a project.

It is going to be desirable for many of you to do this project on ideas related to a job you hold or to your thesis. The only objection to this

is that the standards you hold for work or thesis research may be so high that you cannot use the project to learn very much. I have seen it happen a number of times. A less crucial problem, even a make-believe problem, can be a better learning experience than a chips-are-down problem.

I would like a brief written statement from you as to what projects you will do. This should be submitted to me by February 21. If you desire to change your plan, you should also let me have a written note about the change. I am pleased to discuss your plans and progress with you during the semester. I do want a written record, however, of the particular project assignment that you have chosen for yourself.

As I have looked over the projects done in the past, I have found that many people are as proud of their projects as anything else they have done in graduate school. Some have published them. Some have used them in getting a job. That's great — but it's not the purpose. The purpose is to get you better acquainted with the issues, the problems, and the opportunities for improving education through evaluation studies.

Remember this as a criterion if you choose your own project. How does the project relate to the major concepts and issues of 498? When I read your report, I want to see how it fits in with some of the readings, with some of the class discussion. Make it brief, make it readable, make it relevant.

Role Play the Evaluation Specialist

Ask someone, preferably an educator, to ask you for help in evaluating his program. Play the role of the evaluator or someone, as you are, with some special information on evaluation. Recognize the fact that no evaluator is ready to say what instrument or procedure should be used before he knows a great deal about the program, what the evaluation is needed for, and to whom information will be addressed. How do you go about getting knowledgeable about what the educator needs?

Write a very brief report about the role playing.

Possible extensions:

a. Repeat the role playing a second time with a second person involved in the same program. In what ways is your talk different?

b. Arrange with Bill Johnson to schedule use of the television services in the College of Education. These facilities provide for the production and playback of instructional videotapes. Students may choose to work in pairs or small groups and write scripts or ad lib evaluator-client interviews. These tapes can then be shown and discussed with the entire group during the first or last hour of future class sessions. Early scheduling will increase the likelihood of utilizing these available services.

Implicit Objectives Project

Observe at least one session of a class. Identify as many implicit objectives as possible. Try to ascertain the priority given to these objectives without asking anyone directly. Make a list or graphic or layout of some kind to indicate the implicit objectives of that class.

Possible extensions:

a. Examine some test materials for the same class. Describe the congruence between implicit class transaction objectives and implicit testing objectives.

b. Check the reliability of your observation of the class' implicit objectives.

c. Consider a classroom observation system such as Flanders' or Gallagher's. Would this observation system give insights into the implicit objectives of the course?

References:

a. Dennis Gooler's dissertation, University of Illinois, 1971.
b. Gallagher's TCS, 1970.
c. *Mirrors for Behavior.*
d. Eisner's "Instructional and expressive objectives,"

Student Perception of Quality of Instruction

Prepare a format for students to respond as to the quality of classroom instruction. Prepare directions for its use. Describe briefly

the rationale and anticipated advantages and disadvantages of this approach.

Questions

1. Should the responses be interpreted item by item or in summary? (Is it clear how one would get summary information?)

2. Is it important to know anything about the students who are responding?

3. Are norms needed for interpretation? If so, how should these be obtained?

4. Who is to be the primary beneficiary of the information (the instructor wanting to improve his course, the dean deciding on the instructor's promotion, future students deciding on enrollment)? Should the procedure be used for more than one purpose?

Possible Extensions

1. Administer the format to a class. Evaluate the use of this approach.

2. Administer a standard instrument to the same class. Do an item-by-item correlation analysis to find items drawing similar responses.

3. If you were a departmental chairman and wanted to "map" the instructional competence (collectively) of all the members of the faculty (assuming all had used your approach), how would you do it?

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Achievement Portrayals

Project III

Prepare an illustrative portrayal showing one student's performance in a complex situation in an instructional setting. Assume that similar portrayals would be prepared for other students in a sample to portray the purpose, style, and effectiveness of instruction. (Don't proclaim the purpose, style, and effectiveness; let the reader make up his/her own mind.) Assume that a judge-reader would have less than ten minutes to study each portrayal in preparation for a rating procedure.

Possible Extensions

a. Do several portrayals. Consider the question of bias in judge response because of non-equivalence of the evaluator's portraying.

b. Identify a criterion question for rating a number of such portrayals. Design the rating, including the procedures for presentation and analysis and the numbers of portrayals, judges, portrayals per judge.

c. Submit the design in (b) to Ed Psy 498 instructor who will provide simulated data for data processing. Do it.

Textbook Analysis

Use one of the following approaches to analyze a textbook of your choice:

1. CMAS, A Curriculum Analysis System, summarized by Stevens, W.W. and Fetsko, W., in *SSEC Newsletter*, No. 4. February 1968, 1424 15th Street, Boulder, Colorado.
2. Ira Gordon, Inside Instructional Materials with Yardstick and Compass, *The EPIE Forum*, 24-28, 1967.

Possible Extensions

1. Look for reviews of this textbook in the professional literature in this subject matter. How different are the impressions the reader gets from the different presentations?

2. Develop your own textbook analysis system for teachers or for expert reviewers.

ITEMS RECEIVED FROM DANIEL L. STUFFLEBEAM
Western Michigan University

Theory of Evaluation
(Spring, 1977)

Overview of the Course

This course is focused on the theory of educational evaluation. The term "educational evaluation" is defined as the systematic appraisal of the merit or worth of some educational object such as a process, program, product, institution, or teacher. The term "theory" is defined as a coherent set of hypothetical, conceptual, and pragmatic principles forming a general framework for a field of inqu-ry.

The field of inquiry we will consider, of course, is that of educational evaluation. We will consider its *conceptual* nature including the identification and definition of its terms and main ideas, and how these terms and ideas are interrelated. In this respect, we will consider alternative conceptualizations of evaluation. Regarding *hypothetical* principles, we will consider what questions and hypotheses are appropriate for conducting systematic research on the field of educational evaluation; and with respect to *pragmatic* principles we will consider rules of thumb, guidelines, and practical procedures that have been developed out of the experiences that professional evaluators have had in evaluating educational objects.

This course has been designed such that each student will: a) gain a basic understanding of alternative conceptualizations of educational evaluation, b) develop in-depth knowledge of at least one theoretical approach to evaluation, c) apply evaluation theory to an evaluation problem to be chosen by the student, d) become familiar with selected evaluation techniques, and, e) apply meta evaluation theory to an existing evaluation to be chosen by the student.

There are no prerequisites for this course. However, each student will need the interest and the capacity to analyze, critique, and apply evaluation theory. Especially, you should be prepared to devote considerable time to in-depth study of major works in the field of evaluation. While the course is not a statistics, measurement, or ex-

perimental design course, it does assume knowledge of basic concepts in these areas. It is expected that you will independently overcome any deficiencies that you may have in these areas. Overall, to be successful in this course, you should not be a passive recipient of lecture materials, but should be active in using the opportunities afforded by the course to develop a basic understanding of evaluation theory and to apply it to your particular evaluation-related instructional needs.

A packet of materials will be used in place of a text for the course. This packet will be distributed during the first class meeting. These materials will be supplemented with a variety of journal articles, audio and video tapes, films, and unpublished papers. Copies of all required readings will be on reserve at the district NPEE library location.

Main assignments for the course are:

1. Keep up with the reading assignments.

2. Attend carefully to class presentations.

3. Be prepared to take an objective test over the content of the models. (Testing time to be arranged.)

4. Be prepared to take an essay test over one model. (Testing time to be arranged.)

5. Be prepared to take an objective test over the content of techniques for doing evaluation. (Testing time to be arranged.)

6. Submit an evalution design. (Deadline is March 18.)

7. Submit a meta evaluation report. (Deadline is March 18.)

Your performance in meeting these assignments will determine your grade in the course. In arriving at a final grade, the assignments will be weighted as follows: .25(3) + .10(4) + .25(5) + .20(6) + .20(7).

A detailed schedule of course activities appears on the following pages.

Schedule of Activities

Date	*Objective*	*Content*	*Materials*	*Reading Assignment*	*Method*
1st session (February 3, 6-9 pm)	Introduction to the participants	Participant's education, work experience, and present situation	Folders for each student		Self-introduction
		Participant's entry knowledge and skills	Pretest and self-scoring profile		Self-rating
	Introduction to the area of educational evaluation	Definitions, history of the development of evaluation, personalities in evaluation theory and practice, and literature of evaluation		Worthen-Sanders, pp. 1-39	Lecture
		Centers of evaluation development, professional organizations, and illustrative studies		"A Portrayal of the Changing Evaluation Scene" by Hastings	Lecture and Videotape

	Alternative points of view, and methods of evaluation		"The Perceptive Eye: Toward the Reformation of Educational Evaluation" by Eisner	Lecture and Videotape
Introduction to the course	Objectives, schedule readings, individual assignments, reserve library, student evaluation and grades, course evaluation	Course prospectus		Lecture/ discussion
Introduction to alternative points of view	Overview of alternative points of view and methods of evaluation: Guba, Stake, Yavorsky, Scriven, Stufflebeam			Lecture/ discussion

2nd session (February 4, 9-12 am)	To acquaint the students with conceptual frameworks for doing evaluation	Background of Provus' Discrepancy	*Discrepancy Model: A Practitioner's Guide* by Diane Yavorsky	*Discrepancy Model: A Practitioner's Guide* by Diane Yavorsky	Reading, lecture, and discussion
		The 5 stages of the Provus Model Block W	Film on Discrepancy Model	Optional: Worthen & Sanders, pp. 157-217,	Viewing of film; Simulated use of discrepancy evaluation model
		Guba: "Methodological Strategies for Educational Change"		Guba: "Methodological Strategies for Educational Change"	Reading elective and discussion
3rd session (February 4, 1-4 pm)	To review the background of Stake, his his theoretical contributions and the Responsive Model	Background of Stake's work and of CIRCE The Responsive Model	*Program Evaluation Particularly Responsive Evaluation* by Stak	*Program Evaluation Particularly Responsive Evaluation* by Stake Optional: Worthen & Sanders, pp. 106-127	Reading, lecture, and discussion

To review the contributions of Scriven	Scriven: Definition of evaluation, goals of evaluation, roles of evaluation, types of evaluation, methods of evaluation, goal-free evaluation, pathway comparison, model, modus operandi evaluation, bias control	"The Methodology of Evaluation" by Scriven Selected Evaluation Frameworks	"The Methodology of Evaluation" by Scriven Optional: Evaluation Center Occasional Paper No. 4 "A Workbook for the study of Applications of Selected Evaluation Frameworks" by Sanders and McClellan (optional)	Reading, lecture, and discussion Lecture and discussion
To review the contribution of Stufflebeam and the CIPP Model	Definition of evaluation, decision-making settings, context-evaluation, input evaluation, process evaluation, product evaluation	*Evaluating the Context, Input, Process, and Product of Evaluation* by D.L. Stufflebeam	*Evaluating the Context, Input, Process, and Product of Evaluation* by D.L. Stufflebeam	Reading, lecture, and discussion, simulated use of CIPP Model

4th session (February 16, 6-9 pm)	To provide students an opportunity to discuss the model on which they have chosen to do an in-depth study	To be provided by students			Discussion
5th session (February 17, 6-9 pm)	To acquaint students with the framework in which the techniques for doing evaluation will be presented	Overview of techniques for context, input, process, and product evaluation	"Formative Evaluation: Selecting Techniques & Procedures" by Sanders and Cunningham	"Formative Evaluation: Selecting Techniques & Procedures" by Sanders and Cunningham	Lecture, discussion
	To review techniques for context evaluation	Needs assessment	AERA presentation on needs assessment by D.L. Stufflebeam	A Working Paper on Needs Assessment	Lecture discussion
6th session (February 18, 9-12 am)	To review techniques for input evaluation	Input evaluation for educational planning The adversarial approach (judiciary)	"Input evaluation and Educational Planning" by M. Caldwell "Application of Adversary Proceedings	"Input evaluation and Educational Planning" by M. Caldwell "Application of Adversary Proceedings	Readings, lecture, and discussion

		Advocate team approach Traveling observer technique	to Educational Evaluation & Decision-Making'' by T. Owens	to Educational Evaluation & Decision-Making'' by T. Owens	
7th session (February 18, 1-4 pm)	To review techniques for process evaluation		"The Study Design & its Implementation" by David Nevo	"The Study Design & its Implementation" by David Nevo	
		Case study technique	*An Evaluation of TCITY — the Twin City Institute for Talented Youth* by R. Stake and C. Gjerde	*An Evaluation of TCITY — the Twin City Institute for Talented Youth* by R. Stake and C. Gjerde	Readings, lecture, and discussion
	To review techniques for product evaluation	Multiple criterion measures, applied performance testing goal-free evaluation, experimental, aexperimental, and quasi-experimental	"A Paradigm Involving Multiple Criterion Measures for the Evaluation of the Effectiveness of School Programs" by Metfessel and Michael	"A Paradigm Involving Multiple Criterion Measures for the Evaluation of the Effectiveness of School Programs" by Metfessel and Michael	Readings, lectures, discussion

Evaluation Comment "Pros and Cons about Goal-Free Evaluation"	*Evaluation Comment* "Pros and Cons about Goal-Free Evaluation"	
Needed: Instruments as Good as Our Eyes by H. Brickell	*Needed: Instruments as Good as Our Eyes* by H. Brickell	
Alternative Approaches to Educational Evaluation	"Alternative Approaches to Educational Evaluation. A Self-Study Guide for Educators" by D.L. Stufflebeam	
	Recommended: Campbell-Stanley Chapter (see library reserve listing attached)	
Alternatives for achievement Testing	"Alternatives for Achievement Testing" by Sanders and Murray	Lecture and discussion

8th session March 10, 6-9 pm)	To allow students to discuss progress on their evaluation designs	Evaluating evaluation designs	"A Basis for Determining the Adequacy of Evaluation Designs" by Sanders and Nafziger	"A Basis for Determining the Adequacy of Evaluation Designs" by Sanders and Nafziger	Readings, lecture, discussion
	To provide students an opportunity to discuss considerations regarding their evaluation design	To be provided by students	Checklist for the Evaluation of Products, Procedures, and Proposals	"Checklist for the Evaluation of Products, Procedures, and Proposals" by Scriven	
9th session (March 11, 9-12 am)	To acquaint students with the theory of meta evaluation	Meta evaluation defined Problems that jeopardize evaluation Conceptualization of meta evaluation A logical structure for meta evaluation	*Meta Evaluation* by D.L. Stufflebeam *A Response to the Michigan Education Department's Defense of Their Accountability System* by D.L. Stufflebeam	*Meta Evaluation* by D.L. Stufflebeam *A Response to the Michigan Education Department's Defense of Their Accountability System* by D.L. Stufflebeam	Readings, lecture, discussion

	To allow students to discuss meta evaluation designs	Third-Party Evaluation	"Proposed Third-Party Evaluation for Project Omega" by Brickell et al.
10th session March 11, 1-4 pm)	Wild Card		

Library Reserve Listing

Call Number	*Author*	*Title*
	Sanders, James R. and Cunningham, Donald	Formative Evaluation: Selecting Techniques and Procedures
	Stake, R.E. and Gjerde, C.	An Evaluation of TCITY — the Twin City Institute for Talented Youth
	Stufflebeam, D.L.	Meta Evaluation
	Stufflebeam, D.L.	A Response to the Michigan Education Department's Defense of Their Accountability System
	Yavorsky, Diane K.	Discrepancy Evaluation: A Practitioner's Guide
	Ashburn, Arnold	Analysis of Activity — Decision Flow in Process Evaluation Design
	Brickell, Henry M.	Needed: Instruments as Good as Our Eyes
	Caldwell, Michael S.	Input Evaluation and Educational Planning
	Evaluation Comment	Pros and Cons about Goal Free Evaluation
	Metfessel, N.S. and Michael, W.B.	A Paradigm Involving Multiple Criterion Measures for the Evaluation of the Effectiveness of School Programs

	Nevo, David	The Study Design and Its Implementation
	Owens, Thomas R.	Application of Adversary Proceedings to Educational Evaluation and Decision Making
	Sanders, James R. and Sachse, T.P.	Applied Performance Testing in the Classroom
	Sanders, James R. and Nafziger, D.H.	A Basis for Determining the Adequacy of Evaluation Designs
FL 212	Glass, Gene V	The Growth of Evaluation Methodology
FL 213	Glass, Gene V	A Paradox About Excellence of Schools and the People in Them. *Educational Technology*, 5/69
FL 209	Guba, Egon G.	The Failure of Educational Evaluation *Educational Technology* 5/69
FL 209	Guba, Egon G.	Methodological Strategies for Educational Change
FL 211	Guba, Egon G.	"Problems in Utilizing the Results of Evaluation" *Journal of Research and Development in Education*, Spring 1975
LB 1028 .G3	Campbell, Donald T. and Stanley, J.C.	Experimental and Quasi-Experimental Designs for Research on

		Teaching from Gage, N.L. Handbook of Research on Teaching, 1963
FL 215	Turner, Richard L.	Criteria for Comprehensive Evaluations and The Appraisal of Evaluation Success in Experimental School Context
FL 208	Seiber, Sam D. and Lazarsfeld	The Interplay of Research and Action
	Airasian, Peter W.	Basic Techniques for Designing Evaluation Studies (AERA Training 5C)
	Baker, Eva L.	Formative Evaluation of Instruction (AERA Training Tape 6C)
Tape 1	Scriven, Michael	Evaluation Skills (AERA Training Tape 6B)
	Carter, Kean, Webster, Jacobs, Varland, McNamara, and Stufflebeam	Organizing for Research and Evaluation in Large Urban School Districts (AERA Training Tape 1G)
	Scriven, Cooley, Becker, Lazarsfeld	Assessment of Educational Effects (AERA Training Tape 1F)
	Jaeger, Law, Popham, Stufflebeam and Tyler	Expanding Technology of Educational Evaluation (AERA Training Tape 9F)

FL 214	Evaluation Center	Statement of Qualifications
PUC 135	Evaluation Center Staff	Del Mod System in Science Education
PUC 134	Evaluation Center Staff	Oregon System in Mathematics Education
FL 207		Evaluation Comment (12 issues)
PUC 128	Guba, Egon G.	Strategies for the Institutionalization of the 'CIPP Evaluatin Model
PUC 138	Merriman, H.O.	The Columbus School Profile
	Reinhard, Diane L.	Methodology Development for Input Evaluation Using Advocate and Design Teams
FL 220	Scriven, Michael	An Evaluation System for Regional Labs and R & D Centers (Advocate Team Report) folder
PUC 133	Scriven, Michael	Evaluation Bias and Its Control
PUC 139	Spillane, R.R.	The New Rochelle School Profile II
PUC 219	Stake, Robert E.	Responsive Evaluation, folder
	Stufflebeam, D.L.	Evaluating the Context, Input, Process, & Product of Education, folder

LB 2823 .A65 on ref.	Anderson, Scarvia B.; Samuel; & Murphy, Richard T.	Encyclopedia of Educational Evaluation
LB 2823 .E43	Apple, Michael W.; Wubkoviak, Michael J.; Lufler, Henry S.	Educational Evaluation: Analysis & Responsibility
LB 2823 .H68	House, Ernest (Ed.)	School Evaluation: The Politics & Process
	Popham, W. James	Educational Evaluation
LB 2823 .E86	Popham, W. James (Ed.)	Evaluation in Education: Current Applications
LA 210 .P73	Provus, Malcolm	Discrepancy Evaluation
LB 2806 .P45	Stufflebeam, D.L. et al.	Educational Evaluation and Decision Making
	Tyler, Ralph W.	Basic Principles of Curriculum and Instruction
LB 2823 .W67	Worthen, Blaine R. and Sanders, J. R.	Educational Evaluation: Theory and Practice
FL 202	Tyler, Ralph W.	General Statement on Evaluation, folder
FL 203	Tyler, Ralph W.	The Purposes of Assessment, folder
FL 204	Walker, Jerry P.	AIDE A Quality Assurance Strategy for Educational R & D
FL 205	Walker, Jerry P.	Installing an Evaluation Capability in an Educational Setting: Barriers and Caveats, folder

	Walker; Scriven; Brickell; Scriven; and Stufflebeam	Methodology of Evaluation (AERA Tape 2F)
FL 206	Worthen, Blaine	Critique of Three Proposed Designs for an Accountability System for the State of Ohio, folder

Class Materials

Brickell, Henry M. *Needed: Instruments as Good as Our Eyes.*

Caldwell, Michael S. *Input Evaluation and Educational Planning.*

Eisner, Elliot W. *The Perceptive Eye: Toward the Reformation of Educational Evaluation.*

Evaluation Comment. "Pros and Cons About Goal-Free Evaluation."

Guba, Egon G. *Methodological Strategies for Educational Change.*

Hastings, J. Thomas. *A Portrayal of the Changing Evaluation Scene.*

Metfessel, Newton S. and William B. Michael. "A Paradigm Involving Multiple Criterion Measures for the Evaluation of the Effectiveness of School Programs."

Nevo, David. "The Study Design and Its Implementation."

Owens, Thomas R. *Application of Adversary Proceedings to Educational Evaluatin and Decision-Making.*

"Proposed Third-Party Evaluation for Project Omega." Wayne-Westland Community Schools. Designed by Dr. Henry M. Brickell, Dr. James Doyle, Mr. William Quinn, and Dr. Daniel L. Stufflebeam.

Sanders, James R. and Donald J. Cunningham. "Formative Evaluation: Selecting Techniques and Procedures."

Sanders, James R. and Stephen L. Murray."Alternatives for Achievement Testing."

Sanders, James R. and Dean H. Nafziger. *A Basis for Determining the Adequacy of Evaluation Designs.*

Scriven, Michael. "Checklist for the Evaluation of Products, Producers, and Proposals."

Scriven, Michael. *Evaluation Bias and Its Control.*

Stake, Robert E. *Program Evaluation Particularly Responsive Evaluation.*

Stake, Robert E. and Craig Gjerde. *An Evaluation of TCITY: the Twin City Institute for Talented Youth.*

Stufflebeam, Daniel L. "Alternative Approaches to Educational Evaluation: A Self-Study Guide for Educators."

Stufflebeam, Daniel L. *Evaluating the Context, Input, Process, & Product of Education.*

Stufflebeam, Daniel L. *Meta-Evaluation.*

Stufflebeam, Daniel L. *A Response to the Michigan Education Department's Defense of Their Accountability System.*

Yavorsky, Diane Kyker. *Discrepancy Evaluation: A Practitioner's Guide.*

Sanders and Sackse, *Applied Performance Testing in the Classroom.*

Guidelines for Conducting Evaluation Studies

Conceptual Guidelines

_____ 1. Definition — Achieve mutual understanding among the participants in the evaluation study of the definition of evaluation that will guide the study.

_____ 2. Audiences — Specify the full range of audiences that are to be served by the study.

_____ 3. Object — Clarify what object is to be evaluated (e.g., a teacher, a textbook, a certain federal project, a given technique, a specified drug, or an institution).

_____ 4. Purposes — Clarify the purposes of the study (e.g., a selection of persons or groups to participate in a program, allocation of funds, modification of a program, interpretation of program outcomes, or public relations).

_____ 5. Questions — Clarify the audiences' questions (e.g., which practitioners or institutions are in most need of assistance? What areas of an institution or program are most deficient? Should a particular innovative practice be adopted?).

_____ 6. Information — Determine what information (e.g., employer judgments, patient records, students' test scores, and correspondence files) will best answer the audience's questions.

_____ 7. Agent — Identify all those persons whose cooperation will be needed in order to conduct the study.

_____ 8. Strategy — Characterize the evaluation approach that will be used (e.g., a case study, an experiment, a survey, a judicial hearing, or an expert panel).

_____ 9. Flexibility — Insure that the evaluation strategy will allow for the discovery and investigation of new questions as the evaluation develops.

_____ 10. Standards — Define the standards that will be used to judge the study.

Sociopolitical Guidelines

_____ 11. Involvement — Involve the audiences in planning and implementing the evaluation.

_____ 12. Internal Credibility — Convince those whose work will be evaluated that the evaluation will be conducted and reported in an objective, fair and workmanlike manner.

_____ 13. External Credibility — Convice key external audiences that the evaluation will be conducted impartially and reported completely and honestly.

_____ 14. Subject Cooperation — Secure cooperation from all persons whose participation will be required to successfully complete the evaluation.

_____ 15. Communication — Communicate throughout the evaluation with the staff and all the audiences.

_____ 16. Public Relations — At appropriate times, inform the press and public about the intent, methods, and results of the evaluation.

Contractual/Legal Guidelines

_____ 17. Commitment — Insure that the evaluation findings will be used honorably before agreeing to do the study.

_____ 18. Products — Specify the products and services that the evaluators are to produce.

_____ 19. Schedule — Research agreement on a realistic schedule for the evaluation activities and reports.

_____ 20. Finances — Reach agreement about a realistic budget and financial constraints.

_____ 21. Facilities — Reach agreement on the office space and equipment that are needed to conduct the study.

_____ 22. Personnel — Reach agreement about who will perform what evaluation functions.

_____ 23. Protocol — Agree on what communication channels will be used and what policies and rules are to be followed in conducting the evaluation.

_____ 24. Security — Agree on procedures for keeping the evaluation's basic information secure from unauthorized use.

_____ 25. Informed Consent — Secure permission from those who are expected to supply personal data to the evaluation.

_____ 26. Arrangements — Reach agreement on any special conditions of data collection that will be necessary in order to meet the evaluation's sampling and treatment assumptions.

_____ 27. Editing — Reach agreement on who will have final editorial authority.

_____ 28. Release of Reports — Reach agreement on who may release the evaluation reports and who will receive them.

_____ 29. Value Conflicts — Reach a clear understanding about how conflicts over the criteria to be used in developing conclusions will be dealt with.

_____ 30. Renegotiation — Define procedures for reviewing and renegotiating the formal agreement (e.g., if there are cost overruns in certain budget categories or if unforeseen factors make it desirable to modify the evaluation design).

_____ 31. Spin-off — Reach agreements about how the evaluation can be used to train evaluators, do research on evaluation, and aid the audience to develop their own evaluation capabilities.

_____ 32. Termination — Agree on conditions for terminating the contract.

Technical Guidelines

_____ 33. Investigatory Framework — Adopt a methodological strategy that is suited to the study purposes.

_____ 34. Independence — Establish procedures for maintaining an independent perspective.

_____ 35. Sampling — Define the population of interest and employ an appropriate sampling plan.

_____ 36. Attrition — Provide for replacing persons who drop out of the study sample in a systematic and representative manner, or at least for keeping a record of the dropouts.

_____ 37. Description -- Fully describe the object of the evaluation as it exists and/or evolves during the study.

_____ 38. Instrument Validation — Insure that the data-gathering instruments that are used in the study are valid for the purposes of the study.

_____ 39. Data Standardization — Insure that those data that are to be aggregated are gathered under standard conditions.

_____ 40. Data Cleaning — Remove as many scoring and coding errors as possible from the data before analyzing them.

_____ 41. Data Management — Code, store, and retrieve obtained data according to a systematic plan.

_____ 42. Aggregation — Combine data at those levels, e.g., school, district or state, that are of interest to the audience.

_____ 43. Computer Program — Insure that the computer programs used are appropriate and are not in some way flawed in the output they provide.

_____ 44. Analysis Plan — Have a competent statistician verify that the data analysis plan is appropriate and sufficient.

_____ 45. Interpretation — Insure that the norms and standards that are used for interpreting the results of the evaluation are appropriate for the evaluation's purposes.

_____ 46. Report Editing — Edit the evaluation reports before finalizing and publishing them.

_____ 47. Complexity — Do not reduce the problem under study to a false simplicity.

_____ 48. Re-analysis — Make the obtained data available for independent re-analysis.

_____ 49. Audit — Obtain an independent appraisal of the evaluation report.

Utility Guidelines

_____ 50. Audience — Identify the audiences of the evaluations, stay in touch with them, and periodically update your appraisal of their information needs.

_____ 51. Objectives — Insure that the objectives of the evaluation match the information needs of the audiences.

_____ 52. Targeted Reporting — Address each audience's information needs directly.

_____ 53. Precision — Communicate the findings of the evaluation in clear and precise language.

_____ 54. Conclusiveness — Provide conclusions and recommendations in the evaluation report.

_____ 55. Media — Use that combination of media and methods that will best help each audience understand the evaluation findings.

_____ 56. Applications — Help the audiences see how they can apply the evaluation findings to their practical situations.

Administrative Guidelines

_____ 57. Staff — Staff the evaluation with qualified personnel.

_____ 58. Orientation and Training — Acquaint the persons who are to participate in the evaluation with their responsibilities, and train them in the procedures required to carry out these responsibilities.

_____ 59. Planning — Plan the evaluation systematically and collaboratively.

_____ 60. Scheduling — Maintain up-to-date projections of what evaluation activities involving what persons will occur at what times.

_____ 61. Control — Monitor and control the evaluation activities so that the evaluation plan gets implemented.

_____ 62. Economy — Monitor and control the use of time and resources so that they are used as wisely and efficiently as possible.

Moral/Ethical Guidelines

_____ 63. Self Esteem — Treat the people whose work is being evaluated with dignity and respect.

_____ 64. Comparisons — Place the evaluation of an object in proper perspetive by contrasting its strengths and weaknesses with those of other objects that are in competition with it for funds.

_____ 65. Common Good — Issue reports that reflect the best interests of a free society, but not the self interests of any group.

_____ 66. Value Base — Report judgmens that represent broad, balanced, and informed perspectives.

_____ 67. Pretext — Be careful not to allow clients to claim falsely that evaluation results are the basis for prior decisions.

_____ 68. Social Value — Report evaluation results in the context of how well the object of the evaluation meets human needs.

NATIONAL SYMPOSIA FOR PROFESSIONALS IN EVALUATION AND RESEARCH

NSPER: 67 *Alternative Approaches for Teaching the Four Basic Research Areas* – University of Maryland

NSPER: 68 *Instructional Materials Development for Research Instruction* – University of Colorado

NSPER: 69 *Research Techniques from Selected Disciplines that are Possibly Applicable to Education* – University of Chicago

NSPER: 70 *Introductory Research Course: Content, Technique and Resources* – Washington University, St. Louis

NSPER: 71 *Graduate Measurement Instruction* – University of Wisconsin/Milwaukee, University of Florida, University of Arizona

NSPER: 72 *Similarities and Differences in the Research and Evaluation Processes* – Michigan State University, San Francisco, University of North Carolina

NSPER: 73 *Teaching About Evaluation* – University of Wisconsin/Milwaukee, SUNY/Albany, UCLA, Chicago

NSPER: 74 *The Evaluation of Teaching* – Denver, Seattle, Atlanta

NSPER: 75 *The Evaluation of Administrative Performance: Parameters, Problems and Practices* – Ohio State University, University of Oregon, Texas Christian University

NSPER: 76 *Evaluation in the Affective Domain* – Memphis, Baltimore, Phoenix

NSPER: 77 *The Introductory Evaluation Course* – Boston, Salt Lake City, New Orleans